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ABSTRACT

The final report is presented of the University of the Pacific's Program for the Coordination of Academic Planning and Professional Development. The program has the following objectives: to facilitate personal and professional growth of faculty; dispense teaching incentive awards and research grants; administer faculty development leaves; generate resources for the improvement of teaching/learning; extend faculty and staff participation in institutional planning; develop coherent programs across schools, colleges, and departments; assess program needs through institutional research; plan cost effective innovation; maintain accurate and current information for planning; and reallocate faculty resources to provide for full use of faculty. Critical issues involved in coordination, the nature of the programmatic areas, and the future of the program at the university are discussed. An external evaluation report conducted by Stephen C. Schell is presented and appendices include the following information: guidelines for program; summaries of 1977-78 faculty development leave projects, teaching incentive award projects, and scholarly activities; information about faculty development workshops; admissions, retention, financial aid, and enrollment distribution data; institutional goals inventory; and a report to the college president from the Special Committee to Consider the Cluster Colleges. (SW)

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FINAL REPORT

to the

W. K. KELLOGG FOUNDATION

PROGRAM
for the
COORDINATION
of
ACADEMIC PLANNING
and
PROFESSIONAL DEVELOPMENT

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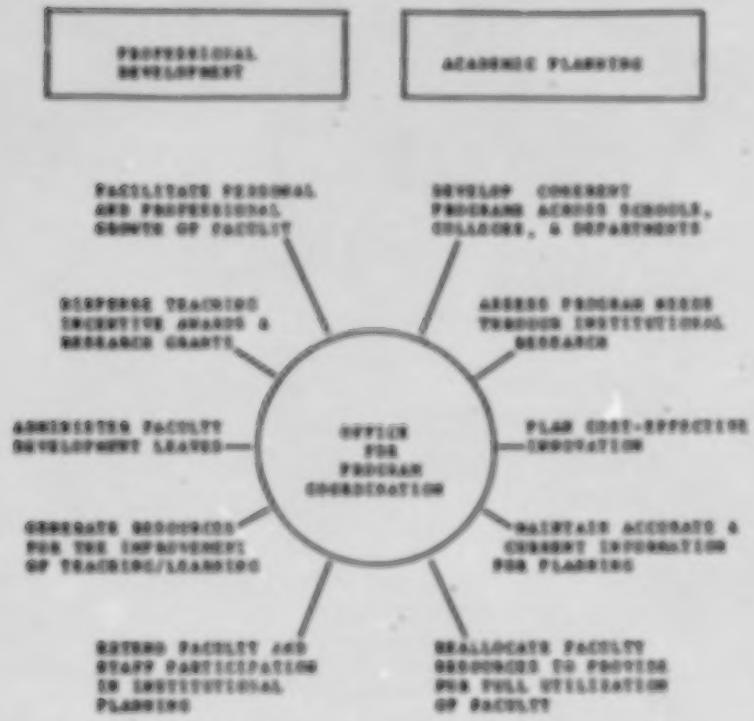
FINAL REPORT

PROGRAM FOR COORDINATION OF ACADEMIC PLANNING AND PROFESSIONAL DEVELOPMENT


PROFESSIONAL DEVELOPMENT
ACADEMIC PLANNING
FACILITATE PERSONAL AND PROFESSIONAL GROWTH OF FACULTY
DEVELOP CONSORTIA PROGRAMS ACROSS SCHOOLS, COLLEGES, & DEPARTMENTS
DISPERSE TEACHING INCENTIVE AWARDS & RESEARCH GRANTS
ASSESS PROGRAM NEEDS THROUGH INSTITUTIONAL RESEARCH
ADMINISTER FACULTY DEVELOPMENT LEAVES
OFFICE FOR PROGRAM COORDINATION
PLAN COST-EFFECTIVE INNOVATION
AGGREGATE RESOURCES FOR THE IMPROVEMENT OF TEACHING/LEARNING
MAINTAIN ACCURATE & CURRENT INFORMATION FOR PLANNING
EXTEND FACULTY AND STAFF PARTICIPATION IN INSTITUTIONAL PLANNING
REALLOCATE FACULTY RESOURCES TO PROVIDE FOR FULL UTILIZATION OF FACULTY

Submitted to

W.K. KELLOGG FOUNDATION

by

R. Eugene Rice
Director

Michael L. Davis
Associate Director

UNIVERSITY OF THE PACIFIC
Stockton, California
March 1, 1979

ACKNOWLEDGMENT

A large number of faculty have been interested in the Program for the Coordination of Academic Planning and Professional Development. We want to acknowledge the support from faculty as an important, if not key, factor in the success of the Program. In particular, we want to thank the members of the Faculty Committee of the Coordination of Academic Planning and Professional Development for their continuing support of the Program. They are:

Steven Anderson	Raymond-Callison College	1976-1978
Gilbert Dellinger	College of the Pacific	1977-Present
Donald Duns	College of the Pacific	1976-1977
Lee Fennell	College of the Pacific	1976-1978
Martin Gipson	College of the Pacific	1976-Present
Robert Hamernik	School of Engineering	1978-Present
Clifford J. Hand	Academic Vice President	1976-Present
James Heffernan	College of the Pacific	1972-Present
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William Topp, Chairman	College of the Pacific	1976-Present

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COORDINATING ACADEMIC PLANNING AND PROFESSIONAL DEVELOPMENT

In 1976, the University of the Pacific was awarded a two-year grant by the W.K. Kellogg Foundation to initiate a Program for the Coordination of Academic Planning and Professional Development. Included in what follows is not only a narrative account of the many activities that took place under the auspices of the Program during those two years, as might be expected, but also our reflections on and assessment of the coordinating process itself. It is a report of substantial accomplishment and benefit to the University, as well as lessons learned about institutional and professional development and the attempt to coordinate the two.

This report is being written with the hope of sharing it with other institutions for we are convinced that the central task of the Program, the coordination of academic planning and professional development of faculty, is one that ought to be vigorously pursued in every college and university. It is a task that was seriously neglected during the years of rapid growth and change in higher education, but is emerging now as an obvious need and critical institutional responsibility.

The academic profession is frequently defined in individualistic terms--autonomy and independence are valued highly. Faculty members are often very private persons, drawn to the profession, in part, by those values. When those values take on institutional form within a college or university, they usually find expression in loyalty to, and defense of, an individual discipline, department, or autonomous sub-unit within the larger institution. To attempt to coordinate institutional development through academic planning with the professional development of individual faculty members is to challenge what has come to be an important component of academic culture.

What was true for most of higher education during the 1960's and early 1970's was especially evident at the University of the Pacific, an institution that during that time prided itself on its rapid expansion, initiating cluster colleges that were quite independent,

and developing professional schools not only on the Stockton campus, but in San Francisco and Sacramento. The autonomy that seemed necessary for substantial innovation led not only to independence, but to separation and, in some instances, the isolation of individuals and programs. As our initial Kellogg proposal points out: "The sense of coherence, of common purpose and commitment to the goals of the institution as a whole, diminished in the wake of what were and are impressive gains." It was evident that the rapid growth and development of new and diverse academic programs had produced a University that was substantially different: one calling for new forms of planning, integration, and coordination across schools and colleges. It was also evident that one of our most pressing needs in this regard was for a program to coordinate academic planning with the professional development of individual faculty members, our most valuable academic resource.

The Program was initiated on the assumption that academic planning and professional development are integrally related--one cannot be accomplished without the other. As a private institution, dependent in large measure upon revenue generated through student tuition, it is imperative that Pacific be able to maintain its flexibility in program development and its ability to adapt to changing student and societal needs. In the past this kind of institutional responsiveness was facilitated through numerical growth and the professional mobility of faculty. Those sources of institutional renewal and the ability to respond to changing educational needs, demands, and opportunities now depend primarily upon our ability to maintain and reallocate the resources that are presently available and to support the continued vitality of faculty.

The situation at Pacific will sound familiar to those acquainted with developments in higher education over the past several years. The median age of our faculty is 44, less than 14% over the age of fifty, and over 65% of our teaching faculty are fully tenured. Institutional development and change over the next decade is going to depend heavily upon the vitality of our present faculty. The professional renewal of individual faculty members will be, in turn, facilitated through academic program planning and development. Appropriate coordination of institutional diversity and flexibility in program planning will provide faculty members with opportunities to achieve diverse personal

and professional goals through available institutional means. The future vitality of academic programs and the professional renewal of individual faculty are interdependent.

I. ORGANIZING FOR COORDINATION

Coordination is an ambiguous term when applied to institutions of higher education, and models for carrying out the tasks we have identified as so important do not exist. The Program was conceptualized by a tenured faculty member, who then became the Director, and the Academic Vice President. Other faculty members and administrators were consulted, but the original proposal was the result essentially of the work of these two persons. It now appears that the coherence of the original conception of the Program and the tenacity with which the goals of the Program were pursued through the first two years resulted in large measure from this personal investment and, "beginning at the top" with the project. The commitment of the principal academic officer in the University to the conception of coordination and the basic components of the program, particularly those activities related to faculty development, was essential to its successful implementation.

Although there was not wide-spread participation in the development of the proposal, it was assumed from the start that the success of the Program would depend in large measure on deep and active involvement of faculty, not only as "consumers," but in the initiation, implementation, and critical assessment of the Program. Through a governing body in the University, the Academic Council, a Committee for the Coordination of Academic Planning and Professional Development was established to work directly with the staff of the Program (for a description of the Committee see Appendix A).

The first task of the Faculty Coordinating Committee was to conduct a national search for the Program Associate of the Program. Like the Director, who was appointed by the Academic Vice President from among the existing faculty, the Associate Director has faculty status (the Psychology Department participated in his selection). It was assumed from the beginning that the professional staff of the Program ought to be members of the faculty. In retrospect, this appears to have been important both in terms of legitimacy for the Program and effectiveness--faculty helping faculty.

The initial staff included R. Eugene Rice, Director and Associate Professor of Social Sciences in Raymond College, Donald Duns, coordinator for Faculty Development and Professor of Communication Arts in the College of the Pacific, and Michael Davis, Program Associate and Assistant Professor of Psychology in the College of the Pacific.

Inter-Institutional Cooperation

Much that needs to be done in the way of faculty development is best pursued in a setting other than on the local campus. For this reason the Program for Academic Planning and Professional Development has attempted to develop and maintain contacts with institutions and agencies outside the University of the Pacific that can provide a variety of development activities for our faculty. The Kellogg funds have helped provide a number of individual faculty with such opportunities.

In addition, the Professional Development Office at UOP is providing coordination for the western regional activities being organized through the newly formed Professional and Organizational Development Network in Higher Education. In January of 1978, the Office organized the West Coast Faculty Development Workshop sponsored by POD. The Staff has participated actively in POD, with the Program Director serving on the Executive Committee of the organization. The University of the Pacific has also participated actively in the faculty development activities offered by the Center for Teaching and Learning at Stanford University. Over thirty of our faculty have participated in workshops and seminars at Stanford.

The Staff of the Program are now playing a major role in the evaluation of other faculty development programs and in the review of proposals and projects in the field. The ideas and experience related to faculty and organizational development generated by the Kellogg Program at UOP are being effectively disseminated through this means.

Also, we are beginning to develop associations with other central California colleges and universities. These linkages, while informal, are leading to the sharing of resources in providing services to our faculties. For example, we have jointly cooperated with Hayward State University, the University of San Francisco and the University of Santa Clara in funding consultants to

faculty development workshops.

Finally, the Associate Director is also an Associate at the Center for Personalized Instruction at Georgetown University, and he has included both faculty and graduate students in workshops on the Personalized System of Instruction. This has also linked Pacific faculty to faculty from other institutions in joint teaching improvement projects.

The physical location of the Program was a matter of extended debate. The faculty development aspects of the program suggested that it ought to be housed in a location distant from the centers of academic decision-making, where confidentiality could be assured, and a sense of faculty "ownership" would obtain. Those concerned with academic planning argued, on the other hand, for locating the Program in the Office of the Academic Vice President where coordinated planning and program development across schools and colleges must go on. It was decided that the Program ought to be located where key decisions about academic programs were being made; but at the same time, there was a commitment made to provide for the direct and active involvement of the Faculty Coordinating Committee in the work of the Program.

In looking back, it is clear that the decision to locate this coordinating program in the Office of the Academic Vice President was the right one. To attempt to avoid politically sensitive areas and issues is to undermine the central intent of the Program. The task of coordination is intrinsically political. A coordinating program of this sort can serve to reduce the distance between faculty and administrative staff, and can press for cooperation and fairness in situations that are usually marked by divisiveness and narrow self-interest, but the difficult task of coordination requires leverage and influence within the institution, particularly among the sub-units--the departments, schools, and colleges.

Much was learned about the process of coordination in the doing of it. It is hoped that the more important lessons will be evident in what follows.

II. THE FACULTY DEVELOPMENT LEAVE PLAN

The major resources that the University contributes to the coordinating program is a very generous leave plan. It has become clear from our work with faculty over these two years that academic institutions that are serious

about professional development must maintain a substantial leave program of one sort or another. Other kinds of faculty development resources can complement and strengthen this primary commitment, but cannot be substituted for it. If, however, the faculty development leave or sabbatical is to contribute fully to academic program development and student learning, it must be redefined in significant ways. In making the University of the Pacific's leave plan part of the Program for the Coordination of Academic Planning and Professional Development this kind of conceptualization of the faculty leave was undertaken.

Traditionally, professional development through the faculty leave has been defined in highly individualistic ways. Faculty have pursued their own interests and research or responded to demands of national professional associations while giving little attention to the teaching and curricular needs of their own college or university.

While recognizing the legitimacy of these more narrowly defined personal and professional needs, the Faculty Development Leave Plan places equal stress on the importance of institutional and curricular needs. As the "Guidelines for Administering the Faculty Development Leave Plan" states:

> The primary objective of the Faculty Development Leave Plan is to maintain and improve the quality of teaching at the University of the Pacific. This objective has two foci: one professional (personal), and the other curricular (institutional). The Leave Plan is intended to have a direct impact upon both.

The Guidelines go on to point out that "the scholarly endeavor of the faculty member may take the form of advanced research and lead to publication, but it must also contribute meaningfully to the quality of what one does in the class-room."

The basic assumption informing the development of the Kellogg-funded Program, that professional development and the planning and maintenance of institutional vitality are complementary processes, has been integrated into the redefinition of the leave plan.

The development of the leave plan is coordinated through the Office of Academic Planning and Professional Development. A thorough review process

has been established for screening leave proposals. It is a process of peer evaluation as well as administration review. During the first year of the program, each faculty member eligible for a leave consulted with one of the staff members of the Program to make sure that the proposal being submitted took into consideration not only the professional needs of the individual and the program requirements of the particular academic unit, but the changing needs and opportunities represented in the University as a whole.

In the second year, the staff met with the leave candidates, Department Chairpersons, and Deans in an attempt to de-centalize more adequately this multi-faceted review process. The Program Staff and the Faculty Coordinating Committee now attend primarily to the functioning of the process rather than to individual proposals, although there is a final screening in the Program office to insure that the intent of the leave plan is being fully implemented and the review process is functioning as intended.

The planning process for each leave involves a five-year projection of curriculum plans and the specific courses the individual faculty member hoped to offer during that period. Other professional and institutional needs are also addressed. Full provision is made for the evaluation and dissemination of the results of the leave (see Guidelines in Appendix B).

Over a five-year period all tenured faculty will be eligible for leave, and will be involved in a thorough planning/review/evaluation process that involves both professional development and academic program planning. Each year approximately 35 faculty go through this process and take a Faculty Development Leave. Brief descriptions of the leaves taken during the two-years of Kellogg funding are provided in Appendix C.

III. TEACHING INCENTIVE AWARDS AND RESEARCH GRANTS

The Program for the Coordination of Academic Planning and Professional Development proposed to bring together existing institutional support for small faculty research grants and summer study awards with a new program to support promising teaching improvement and curriculum development projects. Thus, two programs

emerged, the Teaching Incentive Award program and the Scholarly Activity Grant program. Funds to support the two programs were obtained by combining monies from the old research grant program and those from summer study with W.K. Kellogg funds. This resulted in an increase of the University's contribution by an additional $20,000. The small Research Grant programs were budgeted out of $70,000, and this amount was split evenly between the two years of program operation. The teaching and curriculum improvement program received $22,000 per year, and the Scholarly Activity program received $13,000 pur year. This represents a large investment in faculty-initiated projects:

Teaching Incentive Award Program

The Teaching Incentive Award program was proposed as "a series of challenge grants of modest size, targeted on areas of . . . academic need, administered with considerable flexibility in order to encourage more imagination and venturesome teaching projects." Awards were made by the Academic Vice President on the recommendation of the Faculty Committee for the Coordination of Academic Planning and Professional Development.

During the 1976-1977 academic year, twenty-five Teaching Incentive Awards were made directly involving twenty-seven faculty. During the 1977-1978 academic year, thirty-five Teaching Incentive Awards were made directly involving forty-six faculty. Because these projects often involved teams of faculty or supported departmental improvement, over one hundred sixty faculty have directly benefited from the Teaching Incentive Award program.

The range of Teaching Incentive Award topics varied from instructional and curriculum, research to individual development, including projects to develop a study catalogue of nineteenth century water colors, to an effort to complete and catalogue an insect collection, to study and redesign our Language Laboratory, and to review and revise the Physical Education and Recreation curricula. Brief summaries of each project and a copy of the guidelines for the program are included in Appendix E.

Of the sixty faculty projects funded through the Teaching Incentive Award process, nineteen have been completed and final reports have been accepted in the

Academic Vice President's office. These reports have been valuable in locating areas for further coordination of faculty development resources with institutional and individual needs. In addition, the completed reports serve as models for faculty who are interested in developing an idea into a feasible curriculum or instructional project.

Because the Teaching Incentive Award program was new and touched many faculty activities, we believed it could become an instrument for achieving a variety of professional development goals. For example, the Teaching Incentive Award application process and guidelines were revised to parallel, in a simple fashion, typical federal grant application processes. We hoped to familiarize more faculty with this form of proposal writing and encourage them independently to seek external funding. Staff were available to consult with faculty in this process. Also, the Teaching Incentive Award proposal form and guidelines were altered to more accurately reflect the Faculty Committee's selection criteria. Copies of both the original and revised forms and guidelines are included in Appendix D.

Another pilot effort involved a mini-grant competition for proposals meeting the guidelines of the National Science Foundation (NSF) Student Science Training program. This area was chosen because it required extending the present curricular offerings, because it involved faculty during the summer when conflicts with other institutional needs would be minimal, and because the program guidelines were very clear. An award of $500 was made to the winner who has piloted the project and submitted a full proposal to the National Science Foundation.

The application and review processes for the Teaching Incentive Awards produced some tensions. First, many faculty had little experience in writing explicitly about their own teaching and goals for students. The proposal and review criteria required this, and to a large extent, individual consultations focussed on clear formulation of project objectives and evaluation procedures that would be both practical and adequate.

Another tension arose during discussions of the Faculty Committee for the Coordination of Academic Planning and Professional Development. Briefly, the committee members realized that Teaching Incentive Award monies

could be used to facilitate projects generated by individual faculty to solve needs that they had personally identified or to facilitate only those projects that appeared to be responsive to clearly identified, immediate institutional priorities. It was certainly the case that the application and review process increased the difficulty of writing proposals for highly personal, yet valid, projects and of obtaining support for those proposals. At times the distinction became great enough for committee members that one member characterized the issue as a choice in "investing in people or in program." While the issue was not that easily characterized in most cases, the tradeoffs among proposals are difficult, and will be more difficult as the demand for the Teaching Incentive Awards increase. One benefit has been that the Committee and the Staff have increased their facility with more difficult proposals, particularly those from the arts.

Scholarly Activity Grant Program

The second Grant Program that resulted from the realignment of research grant and summer study monies is the Scholarly Activity Grant program. This research and personal development grant program is intended to assist faculty members in their pursuit of professional goals including research initiation, manuscript preparation, methodological validations, and library research. These grants are awarded by the Academic Vice President upon recommendation from the Faculty Research Committee. During the 1976-1977 academic year, twenty-two faculty received Scholarly Activity Grants, and $13,034 was dispersed. During the 1977-1978 academic year, twenty-three faculty received Scholarly Activity Awards, and $13,249.13 was dispersed. A copy of the Program Guidelines and of the Grant projects is included in Appendix F.

The Scholarly Activity Grant program was designed to be responsive to unique, individual faculty needs. Therefore, it is less related to institutional priorities, except, of course, promoting the disciplinary and research competence of the faculty. As might be expected, scholarly activity grants are awarded to a wide variety of faculty, with the largest clear concentration in the sciences and behavioral sciences. Some projects have the potential for being supported by external funding after pilot work is completed. In these cases the Scholarly Activity Grant becomes a "seed grant," and the Director of Research and Program Staff are available

for consultation regarding appropriate sources for external funding and the application writing.

Articulation Between the Two Programs

The division of faculty activity into "teaching" and "scholarly activity" is at best artificial, but was reasonable because of past tradition at Pacific and because of administrative and faculty committee structures. In practice, the Faculty Committee for the Coordination of Academic Planning and Professional Development and the Faculty Research Committee found that a few faculty proposals were difficult to sort into the "teaching" and "scholarly activity" categories. This, along with other overlapping concerns, led the Committees to joint meetings on several occasions and resulted in a close working relationship between the Director of Research and the Associate Director of the Program.

The closer working relationships between the two Committees and Administrative Staff has resulted in the clarification of a number of issues that are related to and supportive of professional development. First, Dpeartment and College budgets have been tight, and it is often difficult to free those monies for either instructional improvement or to support research projects. Therefore, faculty naturally look to the Grant Programs for resources. In some cases faculty proposals had to be redirected to Deans for support through college or department budgets. Faculty have complained that the climate is not supportive for engaging in risky, innovative projects in a time of constricted resources. A number of related needs have been identified and reported by the Faculty Coordinating Committee and the Faculty Research Committee. Faculty need to receive more recognition for their scholarly efforts; resources to support manuscript preparation need to be coordinated and accessible; funds to support dissemination of articles and to support travel for paper presentations need to be developed; technological supports for teaching need to be improved and more readily available; and access to research library holdings to be improved.

IV. FACULTY DEVELOPMENT WORKSHOPS AND SEMINARS

In part, the Program for the Coordination of Academic Planning and Professional Development was designed to provide resources that facilitated the professional

development of the University's faculty. A series of program-sponsored seminars and workshops were planned, and program staff located regional and national workshops, seminars, and conventions that would be beneficial to faculty.

The on-campus seminars and workshops were organized around three themes - the funding of faculty teaching and research projects, the improvement of teaching and learning, and personal and professional planning. Participants at the twenty-five on-campus seminars/workshops totaled 413 faculty; these meetings touched 191 different faculty, approximately one-half of the faculty on the University's main campus. Eighteen different faculty served as resource leaders for these workshops on different occasions. A summary of the workshop topics and the attendance at each is in Appendix G.

Funding of Faculty Projects

The workshops dealing with the funding of faculty projects consistently drew the largest attendance. At the beginning of the academic year four faculty attended a CASE workshop at Mills College, and these faculty subsequently served as resource people for the initial two funding workshops. In addition, the Director of Development, and staff from the Academic Planning and Professional Development Program assisted with these workshops. The first workshop targeted the humanities' faculty and sought to dispense information regarding search sources available through the University, primary funding sources for humanities projects, the routine approval sequence for external contract and grant proposals, and types and formats appropriate for different proposals. A bibliography of resource materials had been compiled by one of the reference librarians to support faculty efforts. Copies were handed out at the workshop. (Costs of producing this bibliography were covered with Academic Planning and Professional Development funds.)

A similar workshop was conducted for science and social science faculty. Because these faculty were generally more experienced at grantsmanship, an outside consultant was brought on campus for the day; the consultant had extensive experience with both NSF proposals and program initiation/implementation proposals. The emphasis at this workshop was similar to the humanities workshop, except that the discussion more clearly focussed on writing to the program guidelines and anticipating the

expectations of potential funding resources.

This series of workshops was culminated with a summer proposal writing activity. At an orientation meeting a second consultant made an appeal for the creative presentation of program and research concepts in proposals. Participants were then sent away with instructions about writing a one-page prospectus and were encouraged to prepare a rough draft of their proposals. Three consultants were retained to read prospectuses and proposals, to provide initial feedback to the writers, and to have a second follow-up meeting with the writers. During the second year of the program a general grantsmanship workshop was conducted primarily for first year faculty. Later, during the spring and summer the intensive proposal writing activity was repeated for those faculty who were ready to write proposals.

Improvement of Teaching and Learning

The second seminar/workshop theme focussed on the improvement of teaching and learning. Ten workshops and a series of four short-courses were scheduled to assist faculty in the preparation, implementation and evaluation of their courses and teaching. During the fall semester of the first year a workshop on the Personalized System of Instruction was held. Several faculty members at the University illustrated the ways that they are using this innovative methodology.

During the spring semester of the same year three additional workshops were held. The first involved presenting several techniques by which faculty can evaluate their classroom presentations and interactions. Several faculty who have been using videotape feedback and one faculty member who is an expert in microteaching were the leaders of this workshop. As an outcome of this workshop, a number of faculty indicated interest in having videotape recording and playback capabilities available, and the program assisted the Audio Visual Services Department in the purchase of some equipment to make that possible.

The next spring semester workshop was arranged by two faculty who had responsibility for and interest in college student writing skills and teaching. Four consultants, three associated with the Bay Area Writing Project, assisted in the representation of a day-long seminar sequence covering topics ranging from the definition of college to the strategies for improving students' attitudes about writing. This workshop was attended

by the widest variety of faculty of any of the workshops, and will assist the University in the forthcoming discussions about revisions of the General Education Program.

This writing workshop has led to a series of workshops focussing on the teaching of writing. Several of these were informal affairs where faculty shared ideas and problems. However, two have been intensive workshops involving as many as twelve faculty each. These workshops involved faculty in writing, the criticism of writing, and the various types of feedback that can help students improve their writing.

The final workshop in the spring of 1977 was a discussion of the various techniques that can be used to assess students. Objectives for testing and evaluation techniques were discussed by a School of Education faculty member. At the conclusion of this workshop the participants discussed various ways that testing can assist in the teaching/learning process rather than being viewed by the students as an obstacle that must be crossed.

In addition to the 1977-1978 workshops on the teaching of writing, a workshop on course evaluation and a media fair were scheduled. The workshop on course evaluation introduced the Instructional Development and Evaluation Assessment instrument to the Pacific campus. While there was a small attendance at the workshop, the presentation effectively initiated the use of this instrument in several schools and departments. By the end of the second year of the Program, forty-five faculty had used the instrument to evaluate over one hundred courses.

During the spring, 1978, a media fair was arranged. Seven Pacific faculty who have been creatively using communication technologies, assisted in arranging presentations for the media fair. Presentation ranged from the use of 35 mm and overhead transparencies to the use of televised simulations and computer graphics.

Finally, a series of short courses about computer applications that would be useful in teaching was presented by several faculty in mathematics. This series covered topics ranging from the utilization of "canned" programs to the application of computer graphics in the classroom.

During the past year, thirty-one faculty have been assisted in attending conferences, professional meetings, and/or workshops that are related to their teaching or to the support of teaching on a university-wide basis. These have been summarized in Appendix H.

Personal and Career Planning

The third seminar/workshop theme focused on personal and professional planning. Workshops were held covering divergent topics, mid-life career choices, university faculty evaluation procedures, publishing in scholarly journals, and time management. To enhance the open discussion of individual career choices a retreat was arranged for the mid-life career workshop, and a noted external consultant was hired. Thirteen faculty met over several days and discussed mid-life crises and their implications for personal and career choices.

The second personal and professional planning workshop was scheduled at the suggestion of several faculty who had recently been evaluated for tenure. This workshop consisted of discussions of problems in the implementation of the University's evaluation procedures. The outcome of this discussion was an evaluation workshop that was presented to faculty who are scheduled for evaluation and faculty who will be chairing evaluation committees.

In summary, three thematic areas of workshops were scheduled - the funding faculty teaching and research projects, the improvement of teaching and learning, and personal and professional planning. Workshops in these three areas will be continued during the coming year, and some of the workshops will be repeated, most notably the summer proposal writing activity in the funding area. Workshops in the teaching and learning area are going to emphasize the use of media to assist classroom activities, and those in the career planning area will focus on the problems of planning for retirement.

V. ACADEMIC PROGRAM PLANNING & DEVELOPMENT

Academic planning occurs at a variety of levels within a university, from individual course development on the part of an instructor to major policy judgments by the Board of Regents. It was intended from the start that the Program for the Coordination of Academic Planning and Professional Development not be the focus of academic planning in the University, but a process for facilitating academic planning. Specifically, an

effort was made to bring faculty into planning by improving communication between individuals and groups within the institution, providing consultation on course and curriculum evaluation and change, assisting in the solicitation of resources for program development, and increasing professional development opportunities for our faculty through inter-institutional cooperation and consultation.

Data Base for Program Planning and Coordination

The sophisticated capability of the University Computer Center has not been, until now, effectively utilized in academic program planning. Through the Kellogg Foundation funding, the technical assistance required to make this possible was obtained.

The kinds of planning data that are now becoming available for general use across the University is evident in the material that was included in the Academic Vice President's Annual Report to the Faculty, presented on April 29, 1978. General data on enrollment, cost, and revenue is now accessible, and specific data and analyses used in planning a more viable future for the University's cluster colleges was shared with faculty, the appropriate administration personnel, and students. The Vice President's Report also includes data that have been gathered on the distribution of class size, enrollment distribution and crossover patterns, admissions, financial aids, and retention (see Appendix I). The usefulness of this data in academic planning is immediately evident.

Various faculty and the Academic Vice President had an interest in obtaining an objective summary of faculty and student perceptions of the University. To accomplish this, the Institutional Goals Inventory (IGI) was administered to nearly all faculty, a randomly identified sample of undergraduate students, and the members of the Board of Regents' Academic Affairs Committee. This instrument yields summary statements about what people believe is characteristic of the University and what ought to be characteristic of the University. The results of the survey indicated the University's strong commitments to the academic preparation of individual students and to achieving academic excellence.

Like other centrally-obtained data, the results of the IGI were published in the most recent Academic Vice

President's Annual Report. They become public and can be used to guide academic planning. Institution-wide summaries of the IGI have been included in Appendix J.

Because University priorities have been directed to support academic departments and programs, several auxiliary services have neither kept pace with technological developments nor with potential faculty needs. One area ripe for possible expansion was the University's Audio Visual Services and media support services. In the Fall, 1976, a media task force was appointed by the Academic Vice President to study University needs relative to "state-of-the-art" capabilities and to recommend potential areas of expanded services. The Task Force initiated a data gathering activity and defined nine goals for media and related services. These are developing classroom capabilities, planning classroom assignment schedules, developing production facilities, staffing to support media utilization, increasing both the quantity and quality of equipment and film purchases, providing for the maintenance of equipment, providing for adequate cataloguing and storage for existing media collections, providing for formal faculty training, and coordinating academic and administrative uses of media.

Beginning in the Fall, 1977, an all-University survey of potential faculty interests in media utilization was initiated. Over 90% faculty response was obtained and a final report is being prepared. Initial analyses indicate that faculty are using more media than had been estimated by the Director of the Audio Visual Services and that a coordinated management plan for media is needed.

Academic Program Development

Despite the rhetoric about the steady state in higher education, the past two years have been marked by almost frenetic planning and change at the University of the Pacific. Those planning efforts that drew on the resources of the Office of Academic Planning and Professional Development in one way or another deserve special note. The General Education Program within the College of Pacific was subjected to a major review, and an all-University general education program is being developed with considerable support from Program Staff. Finally, the Program Staff assisted in the preparation of seven proposals for external monies to support

academic programs. A Special Committee to consider the Cluster Colleges was convened by the President to analyze the academic as well as the enrollment-fiscal problems of the Cluster Colleges and to recommend a course of action by which to solve those problems. By May, the report from the Special Committee was completed and the initial steps in implementing the recommendations have already been taken (the Report is included in Appendix K).

During the 1960's, the University of the Pacific introduced a significant innovation into higher education, the Cluster College. These cluster colleges were formed: Raymond College focusing on liberal learning, interdisciplinary studies, and a three-year curriculum; Covell College focusing on InterAmerican Studies; and Callison College with its Asian studies emphasis. By 1976, student interest in interdisciplinary and intercultural programs had waned significantly and all other schools were having enrollment problems. The President formed a Special Committee to Consider the Cluster Colleges. The staff of the Program for the Coordination of Academic Planning and Professional Development played an important role in the initial work of that committee, providing economic and enrollment data, facilitating the organizational process, and meeting with the various college faculties.

The resources of the Program (Teaching Incentive Awards and Leaves), were used by individual cluster college faculty to explore new program possibilities for the cluster colleges, and/or to strengthen disciplinary competencies useful in the more traditional departments. Within the past year, two of the colleges merged forming Raymond/Callison. The Academic Planning and Professional Development Program sponsored an extended faculty retreat where new programs were presented and discussed with the central academic administration. The consolidation of special programs created in periods of innovation and expansion represents the kind of institutional retrenchment that requires the careful coordination of academic planning and professional development. If done right, this kind of effort can release new energies among faculty, thus benefitting the institution, and avoid much personal anguish and professional estrangement.

Another major program planning effort is also an outgrowth of a need for coordination among the arts and

science colleges and unsuccessful program attempts by the College of the Pacific to revise its General Education Program and recommendations by the special committee to study the Cluster Colleges prompted the Academic Vice President to appoint a committee to plan and propose a General Education Program. The recommendation reads:

> The Committee recommends that the general education program of the Liberal Arts Colleges be the joint responsibility of the faculties of the several University Committees,under the general direction of the Academic Vice President, define general education and its requirements for the Liberal Arts Colleges of the University of the Pacific.

The initial preparations for this Committee were made by the Academic Vice President with the assistance of a member of the Program Staff. The Program continues to provide vital consultation and administrative support to the General Education Committee. The Committee is beginning its second year of meetings and has been selected to participate in the General Education Model's project sponsored jointly by FIPSE and the Society for Values in Higher Education. In addition, the initial work of the Committee has been presented at the latest meetings of the Association for General and Liberal Studies and the Professional and Organizational Network in Higher Education.

Initially, the staff of the Program for Academic Planning and Professional Development had planned to support collegial and departmental instructional development activities. One instructional development activity was initiated at the request of the Mathematics Department in the College of the Pacific. The initial concerns arose over the Department's difficulties with the evaluation of classroom effectiveness and the impact of this assessment upon pending tenure decisions, a tenure evaluation and decisions about the classroom effectiveness of faculty involved. With the assistance of the Program Staff, a selected group of faculty from Mathematics volunteered for classroom observations and began discussion of communication processes and skills relevant to teaching effectiveness. A series of observations were made and some video-taped classroom presentations were reviewed and discussed with various faculty. This has opened the way for the continuation of discussions among faculty and with the Dean's Office of the College of the Pacific.

A second area of development with the mathematics faculty focused on the "basic skills" mathematics course. It is being converted to a competency-based, student-paced form of instruction. Specific progress in this area was initiated when one of the mathematics staff attended a week-long workshop on the Personalized System of Instructional Development, and prepared initial drafts of materials. A Program staff member has actively consulted with the Department Chairman and key faculty. New administrative procedures have been implemented; instrument to assess entering freshmen is being revised and refined; assistants have been assigned to assist the course staff; and training has been provided for course staff. The Chairman of the Psychology Department sought out a Program staff member to consult about tensions among faculty that centered on the Department's major programs. This initial consultation led to a two-year review of the Department's programs. At this time the faculty have revised the graduate program goals and objectives and nearly completed the revision of the undergraduate program goals and objectives. As a by-product of a personnel change and the faculty work in program revisions, the atmosphere in the Department has improved markedly.

Through consultation with the Program Staff and Teaching Incentive Award grants, five departments have initiated curriculum and instructional review and data analysis projects. These are the Departments of Mathematics, Modern Languages and Literature, Music Therapy, Physical Education and Recreation, and Sociology.

Finally, one emphasis of the Program for the Coordination of Academic Planning and Professional Development was the coordinated development of new academic programs and development of support monies. In this context, the Program Staff have directly assisted in the preparation of seven project proposals; monies have been used to cover registration fees and mileage for two Deans to participate in a Federal Grants Acquisition Workshop in San Francisco; and several faculty have received consultation and feedback about initial proposal drafts. Two proposals were to support expansions of the Career Planning and Placement Program (one to FIPSE and one to HEW); two were to initiate a women's studies program (FIPSE) and a women's counseling program (Post-secondary Education Commission); one was to equip an audiovisual teaching facility (to the William Randolph Hearst Foundation); one was to improve student communication instruction (to the Lilly Endowment); and one was to continue the development of video-taped physics laboratory exercises (to NSF).

In summary, through central coordination, virtually all of the Arts and Science Programs in the University have become involved in planning efforts. Further, a number of individual programs have initiated improvements in curriculum and instruction that reach a large portion of our undergraduate students.

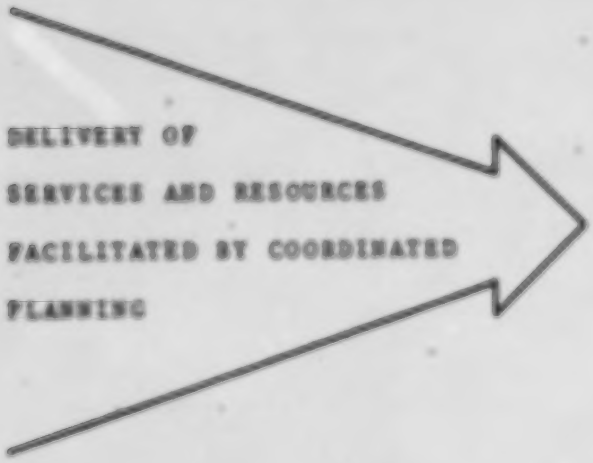
VI. CRITICAL ISSUES IN COORDINATION

Because this effort, even the idea, is relatively new, we have chosen to reflect briefly on some critical issues that arose as coordination was attempted at Pacific. The issues we introduce are raised by a number of colleagues, both at Pacific and from other institutions, they are the outgrowth of conversations that have been valuable in continuously improving the Program for the Coordination of Academic Planning and Professional Development and in shaping our own perspectives on professional and organizational development in higher education. Special recognition should be given to Robert Andereon and Donald Duns who worked with the Program at its inception; to Clifford Hand, Academic Vice President; to Steven Phillips and Stephen Scholl who evaluated the Program; to members of our faculty Coordinating Committee, especially Bill Topp, its chairman; and to Bill Berquist, Jerry Gaff, and Jack Lindquist who provided consultation along the way.

Coordination for What?

The cover page of the proposal to the W.K. Kellogg Foundation schematically summarized an initial idea -- that coordination of those resources and services understood to be professional development and the activities related to be academic planning will result in the improvement of both. The notion sounded simple and was appealing in an era of limited resources. However, as we began to work with specifics--improving media support, initiating the Teaching Incentive Award Program, assisting faculty in obtaining external support, and so forth--the complexity of coordination, the WHAT of coordination became elusive. Coordination was complex enough that we were forced to clarify our sense of direction, our primary goals. We even longed for "strong leadership" only to realize that would undermine the effectiveness of a cooperative coordination involving both faculty and administrators.

All of us who were involved with the Program, including the Academic Vice President, had been teaching faculty Our commitment to providing resources and services for faculty was nearly instinctual. This was an important beginning as we set out to work with and through our Faculty Coordinating Committee.



The Committee had difficulty fulfilling the mandate as a coordinating body. It was easier for the committee to focus on more specific functions such as dispensing Teaching Incentive Awards than to grapple with defining its role as a coordinating body. Some members of the committee felt that the time required to coordinate was

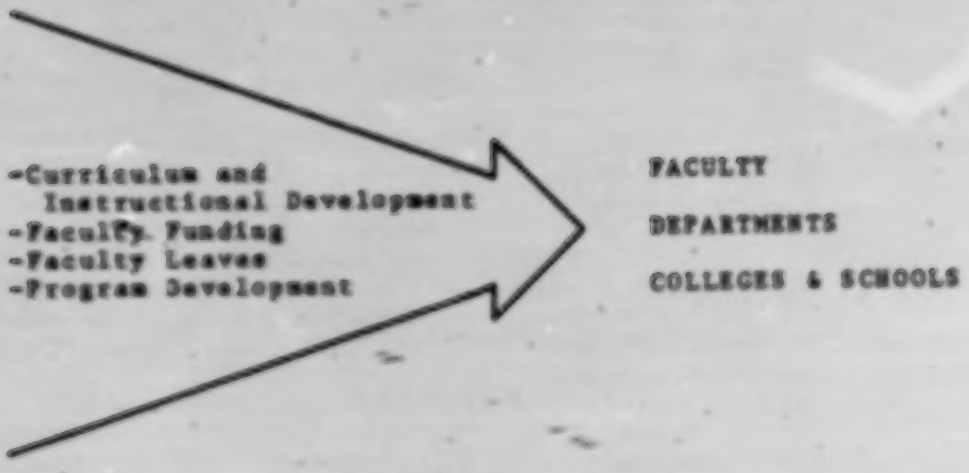
simply too great. Others had difficulty setting aside the typical "representative" role of committee membership in favor of an active coordinating role.

Coordination and Diversity

Diversity is a characteristic feature of the University of the Pacific. The several colleges and schools make it possible for the University to respond to a wide variety of student needs and interests. The diversity of academic programs also provides for adaptive flexibility as the institution faces an uncertain future. Coordination could be the means by which the institution achieves coherence in its programs. This sort of coordination requires a sense of institutional direction and articulated goals. We administered the Institutional Goals Inventory as an initial step toward a clarification of goals. Also, the all-University General Education Committee is struggling with this issue as it attempts to clarify the curriculum. However, coordination within the present diversity will produce tension and introduce the possibility of conflict. Coordination encourages a kind of leveling--people are expected to share resources, to cooperate in planning, and to integrate programs. Administrative officers charged with the responsibility of maintaining the distinctiveness of the individual units will naturally resist the leveling effects of coordination.

Coordinating: An Evolutionary Process

This led us to carefully assess the ways that we could be helpful by coordinating resources. We already were committed to coordinating faculty funding: funding for teaching improvement, curriculum revision, scholarly activities, and professional travel. Also, we were responsible for monitoring the faculty development leaves and for generating resources for the improvement of teaching/learning. In addition, we realized that we had manpower resources to provide consultation in the evaluation and revision of curricula, and the writing of external grant proposals. By clarifying what we had to offer . . .



We could realistically expect individual faculty, departments, and colleges/schools to see some immediate value in a coordination effort. Because people would come to us we expected institutional change to occur slowly, to evolve, rather than in an orchestrated, rapid way.

This approach to coordination had appeal for other reasons. It meant that we could be sure we were serving needs, not creating them. Also, it meant that other people could have time to adapt to reforms that were introduced by individual faculty, departments, and schools. In effect, we were strengthening the diversity in the University, not leveling it to the lowest common denominator.

Staffing the Program

Deciding to locate the Program in the Academic Vice President's Office made it especially important to establish the credibility of the Program Staff. Several early decisions were helpful to the initial credibility of staff. The staff were all faculty with released time to work in the Program. Having faculty status and being involved in teaching were important. Two staff were highly respected teachers from the Pacific faculty and the third was hired following a nationwide search for an effective college teacher who also had expertise in instructional and curriculum development.

However, it was very difficult to mix teaching responsibilities with the Program administration and peer

consultation responsibilities. Also, the fields of faculty, instructional and organizational development now have their own bodies of literature and specialized skills with which staff should be familiar. Finally, coordination required that Staff be available to meet with the chief academic officer. Consultation regarding faculty and unit needs has become essential in maintaining a climate of openess and support.

The Centralization/Decentralization Issue

The Program of Coordination at the University of the Pacific was initiated with an extended debate over whether to locate the Program in the Office of the Academic Vice President or next to faculty offices. Because the Program was primarily concerned with coordination and needed to work closely with those doing the academic planning and decision-making, the more central location was chosen. It was originally intended that the Program have a centripetal effect, drawing the several academic units of the University more closely together. Th working with the Program we have realized that it must also have a decentralized, centrifugal thrust. The Faculty Coordinating Committee is now trying to devise a decentralized support and delivery system to make the professional development services and resources more immediately available to individual faculty in the various colleges and schools. It is clear that a successful coordinating program should simultaneously move in both directions.

One strategy we believe to be important is working with and through the Deans of the colleges and schools. The Deans can serve as the essential connecting links between the centralized coordinating effort and the delivery of professional development services and resources to the individual faculty member.

Another strategy that has been proposed is a Faculty Action Team. This plan would release faculty from a part of their teaching responsibilities to work directly with their colleagues or on significant long-range problems. Essentially, increased faculty involvement should result in more appropriate allocation (centralized) of services and resources and more affective administration of rewards by Deans, department and program chairpersons, and faculty committees (decentralized). The direct impact is, of course, on individual faculty.

This issue also raises the question of primary loyalty and commitment. What is required is a double loyalty, to both the individual unit and the institution as a whole. The larger perspective often gets lost in the effort to maintain and strengthen the vitality of one's own unit. We have been fortunate in having a Faculty Coordinating Committee whose members have a strong commitment to the University and sense of fairness in making decisions.

Integrity in the Coordination Effort

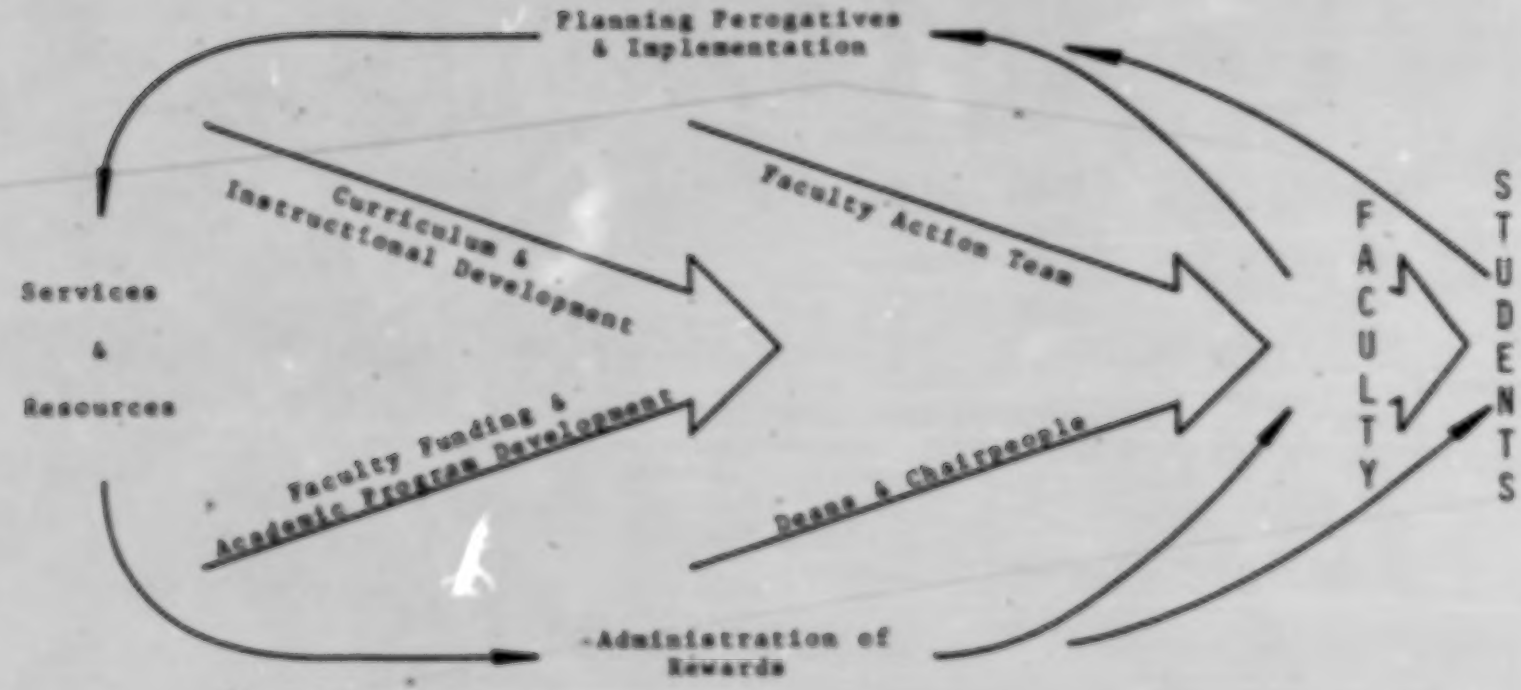
We are moving in other directions to more fully involve faculty in planning. The integrity of the coordinating effort is, we believe, closely related to faculty participation in planning, resource development, and the distribution of resources and rewards. These activities have been graphically represented around the peripheral of the following diagram summarizing the Coordination of Academic Planning and Professional Development. Ideally, they constitute a synergy or complete cycle of activity including faculty as key actors and bring together centralized and decentralized elements of Pacific.

The first element of this synergestic process focuses on faculty participation and planning and in describing the high priority needs of the institution. A major function of a coordinating program in our institution is to involve faculty in the planning process. Faculty involvement results in a rich array of information being introduced into planning and insures a legitimacy of the data used in planning. Also, faculty achieve a sense of influence in the institution, and derive satisfaction for their contributions.

Faculty participation in coordination raises the issue of priorities in a way that can help to overcome older, debilitating dichotomies. For instance, the debates regarding teaching and research, and autonomy and responsibility are now seen in a new light. "Zero-sum" perspectives on a variety of academic issues can be overcome through effective coordination. Significant participation in long-range planning has yet to be achieved, with the possible exception of the faculty who are working on the Cluster College Task Force and on the General Education Committee.

We believe that faculty participation in long-range planning will more thoroughly identify the resources and services that should be made available through

COORDINATION OF ACADEMIC PLANNING AND PROFESSIONAL DEVELOPMENT



administration to the various departments, colleges, and schools of the University. Faculty participation in the Media Task Force is beginning to have one such effect. The Academic Vice President has recently agreed to consolidate the audiovisual services under his office. Theoretically, this should result in a greater variety of services and resources for faculty.

Our coordination effort has had its greatest effect in working with and through faculty committees that are meaningfully engaged in institutional decision-making. Decisions related to Faculty Development leaves, Teaching Incentive awards and Scholarly Activity grants have directly involved faculty. These are, of course, only a few of the variety of rewards that can be administered in a coordinated way. Faculty also participate heavily in the evaluation of their colleagues for promotion and tenure. This evaluation along with decisions by deans and department chairpersons is essential in the distribution of money resources to faculty.

Thus, we see the integrity of the Program as involving faculty in decision processes at three levels: (1) at the level of planning, 2) at a central level in refining key support services, and 3) at a more decentralized level in administering rewards. With this model the responsibility for professional development is shared between the individual faculty member and the institution. As the institution commits itself to the coordination of academic planning and professional development, it must be prepared to stand by faculty and encourage them to grow in ways that will meet specific institutional needs. The reward system within the institution must also acknowledge the special work undertaken by faculty for institutional reasons. Without this type of institutional acknowledgment a program for coordination will lack integrity.

VII. THE FUTURE OF THE PROGRAM AT PACIFIC

With the assistance of the external funding from the Kellogg Foundation, the University of the Pacific has been able to institutionalize its commitment to the coordination of academic planning and professional development. Every component of this multi-facited Program will be sustained within the on-going structure of the University in one way or another, although at a reduced level of funding.

The effort at coordination relies most heavily on organizational structures and staff. The Faculty

Coordinating Committee has functioned well, and its legitimacy within the governance structure has been established. The Associate Director of the Program is now a permanent staff person within the Office of the Academic Vice President, and the clerical support necessary for maintaining the professional development activities will continue.

The Teaching Incentive Awards program has been especially successful and will be maintained, although funded at a reduced level. That program has been effectively linked to the Scholarly Activities Grants program (focusing more on funding for research). Coordination here is providing a more wholistic approach to faculty development.

The University is involved in two major curricular studies that are requiring extensive coordination and planning and will have a profound impact on the professional development of faculty. The University of the Pacific is planning its first coordinated curriculum--the revised General Education Curriculum. Initially, it is intended to serve the three liberal arts and sciences colleges. In time, we believe it will be adopted to also serve the undergraduate professional school students. Because of the work already completed, Pacific has been chosen as one of fourteen colleges and universities to participate in the General Education Models project. This will provide us with the opportunity to share our experiences in the coordination of planning and professional development with the other General Education Model participants. The work of the Special Committee on the Cluster Colleges is nearing completion. New academic programs in interdisciplinary and international/intercultural studies will be established in the College of the Pacific, cutting across departmental and disciplinary boundaries. The need for sensitive coordination of academic program planning and the professional development of individual faculty members will be necessary as these new programs and organizations emerge.

Initial efforts at coordinating resources for the improvement of teaching were largely restricted to distributing W.K. Kellogg Foundation funds for workshops involving faculty. However, as we progressed and the Media Task Force began reviewing audio-visual equipment needs, the need for coordination of Pacific's resources also became clear. Audiovisual services is in the process of being reorganized under the Program and Office of the Academic Vice President.

The investment of W. K. Kellogg resources in computer support is also paying long term dividends. The initial assistance has resulted in a data base that can be managed and used continuously for planning. Also, a faculty member has been given released time to supervise and coordinate the use of the computer as an instructional tool. This assignment will continue in the foreseeable future.

Because we chose to initiate the Program in the Office of the Academic Vice President, the centralized coordination functions have been effectively developed and have a promising future. What was not as well developed was a system for delivering the faculty development services and resources to and through the individual academic units. The Faculty Coordinating Committee is attending to this issue now. A proposal was submitted to the Lilly Endowment for assistance in this effort.

Another strategy for getting faculty in the individual schools and departments to address issues related to the improvement of teaching--one that we think is distinctive is also being explored. It is being proposed that a few carefully selected graduate students from major graduate programs be brought to Pacific to spend a full year preparing to teach by working with our faculty in an individual department or school. The benefits to the student in the later phases of his or her graduate preparation are obvious. We are also confident that the development of our own faculty and individual academic programs would be enhanced by this endeavor.

At the University of the Pacific, the commitment to the coordination of academic planning and professional development is firm. With the aid of the Kellogg grant, the University has been able to make significant gains in advancing that improvement process the University has been improved, faculty have benefited, and we are confident that in the long run the students will have been better served. We are grateful to the Kellogg Foundation for its encouragement and support.

VIII. EXTERNAL EVALUATION

The Program for the Coordination of Academic Planning and Professional Development was subject to thorough evaluation both in its formative stages (after first year) and at the conclusion of the grant period. Our effort to evaluate each segment of the Program at the time of

its occurence was made but was not as systematic as it might have been. In retrospect, it is our judgemnt that the two external evaluations, by experienced professionals in the field, was sufficient. Additional investment in evaluation would have provided only marginal gains.

The original proposal, itself, was reviewed by consultants outside the University before being submitted to the Kellogg Foundation. Among those consulted were Dr. Jack Lindquist and Dr. William Bergquist. Before submitting the proposal, Dr. Jerry Gaff was invited to the campus and asked to review what was being proposed. This early review process, initated by the University itself contributed, in our judgment, to the strength of the proposal and the effectiveness of the Program.

A formative Evaluation was conducted at the end of the first year by Steven R. Phillips, Coordinator of Faculty Development, University of Puget Sound. The recommendations coming out of the evaluation were taken seriously and an effort was made to implement them. The formative Evaluator provided both encouragement and legitimation for various aspects of the Program. He supported both the use of the Institutional Goals Inventory, and the IDEA System for teaching improvement. Dr. Phillips also contributed to the initiation of a delivery system for the professional development of faculty. This concept later took the form of a full-blown proposal submitted to the Lilly Endowment for funding. The Formative Evaluation had a very positive impact on the Program.

The Summative Evaluation was the work of Dr. Stephen C. Scholl, Dean of Educational Services, Ohio Wesleyan University. Rather than attempt to summarize this final evaluation of our Program, we have chosen to include it in its entirety:

SUMMARY EVALUATION OF THE PROGRAM FOR COORDINATION OF ACADEMIC PLANNING AND PROFESSIONAL DEVELOPMENT

by

Stephen C. Scholl

The Evaluation Charge

The purpose of this evaluation is two fold. I was asked to produce a summary report for the Kellogg Foundation at the conclusion of the two year grant to initiate this program. More important, my visit and subsequent report gave an opportunity to people at University of the Pacific to assess the Program for themselves and focus attention on ways it might become more effective in the years ahead.

At the beginning of my visitation the Program staff, Gene Rice and Michael Davis, identified key questions that they wanted to have addressed. Is the organization of the Program sound (is its centralized nature preferable to a more decentralized model)? Can areas for more narrow focus of limited resources be identified for the future, such as the Teaching Incentive Awards program, the Scholarly Activity Grants program (for faculty research), programs that address faculty morale, institutional goals or administrative commitment to planning and professional development? Is the Program politically viable in the eyes of the faculty, especially in terms of the relationship between institutional long range planning and individual faculty professional development. Does the faculty appreciate how planning and development can be or are linked together? Are there differences between administrative perception and faculty perception of the Program? Does there need to be increased attention to and resources for instructional technology? Should a centralized audio visual center be created? Are capital needs, such as more space for the library, an issue of key concern? Are the personnel resources for the Program adequate for the next few years? How does the President of the University perceive the Program and will he be supportive in the future?

In my interviews with faculty and administrators and my reading of documents produced by the Program, I attempted to address these issues and others as they came up in conversation and in my perusal of the documents.

GENERAL OBSERVATIONS

The annual reports on the Program, and the annual reports of the Academic Vice President, amply document the extensive activities and results supported in part by the grant from the Kellogg Foundation for coordinating academic planning and professional development. In an ideal sense, no university has been able to fully coordinate planning and the development of its faculty. Perhaps such coordination should never be complete. But the University of the Pacific has successfully initiated an attempt at coordination that may provide some lessons for other institutions, and certainly provides a foundation for further work at Pacific.

The greater successes have been in the area of faculty professional development. Incentive grants have promoted activity in pedagogical experimentaion that would not have occurred without this program. Some faculty have moved to undertake research beyond their dissertations for the first time. Workshops and consultation have led some faculty to try writing proposals for external funding for the first time, to rethink the uses of individualized, self-paced instruction, to explore alternate teaching media, and to examine their careers at mid-life. The faculty development leave program has begun to alter faculty attitudes about what their responsibilities to the institution are. And at least one department has found it possible to turn negative personnel evaluation into an experience of individual growth and departmental renewal.

To a lesser but nonetheless important extent academic planning has been enhanced and linked to professional development. The Office of the Academic Vice President is producing a clear set of credible data about the costs and productivity of the academic program. An Institutional Goals Inventory was completed and may prove helpful in the next year as critical issues about the curriculum, organization and student services are addressed. The Program Staff has been providing widely-recognized service to University planning committees in two crucial areas - the reorganization of the cluster colleges and general education.

Most important - and of the essence of the particular two-year experiment - faculty have come to accept and support a central administrative office that plays both sides of the street: institutional planning and professional development. From general lack of information and some cynicism, many faculty have moved to appreciative encouragement of this program, its staff, the advisory committee and the Academic Vice President.

ORGANIZATION

Centralization, consultation and outreach seem to be the prominent terms that describe the successful organizational strategies employed by the Program to date. Centralizing the role of coordinating academic planning with professional development in the Office of the Academic Vice President has worked for several reasons, according to faculty and administrators I interviewed. First, it makes sense given the goals of the Program. Second, any political problems that may have arisen under other circumstances were probably avoided through the skills of the Program Staff and the Academic Vice President, and the cooperation of the Program's Advisory Committee. Too often we fail to recognize the importance of personality in making programs work. When the Kellogg Program began Gene Rice was already well accepted on campus as a humane and energetic colleague. Michael Davis had to overcome the suspicions genreated by anyone brought in as an expert from the outside, but he appears to have done so magnificently. Clifford Hand, the Academic Vice President, wisely maintained solid support for the Program yet did not appear as an active manipulator of its resources. The Advisory Committee worked hard and was kept intimately informed as the Program developed, so it too supported positive centralization. The stage is set for continuing effective central organization for the Program. As one interviewee remarked, "I am not worried about centralized authority - give Mike, Cliff, Reuben (Smith, the Dean for Graduate Studies) the resources and let them run for the next few years."

Consultation has been an effective organizational strategy in dealing with faculty members planning their faculty development leaves. Gene Rice has played the major role here. His review of leave plans, consultation with faculty members and with the Academic Vice President, and gently nudging toward more institutional concerns in these plans has had a positive effect. The impression is that faculty members increasingly think in institutional terms when they consider leave plans. The ability to underwrite projects that have a strong possibility of institutional payoff is critical here, and the future may demand additional resources for this purpose. Given the significant change in the institution's conception of how leaves are used, it would be unrealistic to expect that more could have been accomplished in this area without creating some kind of backlash from faculty used to more autonomy in planning their professional lives.

The outreach strategy of the Program has been most effective in the conducting of various workshops. These activities provided something for many - ranging from grantsmanship

and carrer planning for faculty in mid-life to the use of audio-visual approaches in teaching and the teaching of writing. The workshops frequently met special needs, convincing one faculty member that there really was something to instructional technology and another that it might really be possible to write a proposal and get a special research or pedagogical project started. The Teaching Incentive Award Program was also an effective outreach strategy. As one member of the Advisory Committee noted, through the incentive grants, the Program had a "a phenomenal seed effect," making things happen where there was nothing before. Another faculty member happily remarked that this was "the fourth institution I have taught at where there has been an institutional program for faculty development, and the support is really here!" As an example he pointed out that a neighbor in his department was formerly uninterested in the profession "outside his office" - "now he is going to a workshop this summer he wouldn't have considered before, simply because of the stimulation he saw around him."

There are ways, however, in which the organization might be improved in the future. Several faculty members and administrators noted that the University of the Pacific is, after all, a collection of colleges and schools. Although the central administration, and a centralized program like this one, can and does have an impact on everyone in the University, the deans of the various colleges can accelerate or retard change, promote or discourage professional growth and effective planning. Unfortunately, most of the examples of participation of college deans in the Program were negative. Late this previous year the Academic Vice President and staff attempted to encourage the deans to be more supportive of long-range planning efforts and professional development. That change in approach should have significant payoffs in the years ahead. Progress may require that each of the deans be enlisted as an active participant in the coordination of the planning and development program.

This situation is not unlike that faced by most institutions in which a major stumbling block is the cooperation and support of department heads and division chairs. Departmental cooperation did not seem to be a key issue at the University of the Pacific, but that may be only because the difficulties are yet at the college and school level.

In the last two years some signigicant forward steps have been taken in regard to the problem of college cooperation. Advisory Committee Members noted, for instance, that the Conservatory of Music now seemed to be more open to development activities than previously. The School of Education does not

seem to have had any hesitancy about cooperation. And there seemed to be few barriers to working effectively with the Cluster Colleges.

Another key to successful organization in the future will be the continued nurturing of a strong Advisory Committee. The major steps that seem to be needed now are the inclusion of more representatives from the professional schools. This problem has already been identified and it is only a question of moving from strength to strength in this area.

The Uses of Limited Resources

During the next year the Program for Coordination of Academic Planning and Professional Development will be funded entirely by University of the Pacific. Major staff costs (primarily Michael Davis' position and clerical support) will be continued and grant funds, on a somewhat reduced scale, will also be available. It is my opinion that this level of funding will be sufficient to continue the Program at its present level of effectiveness. Additional resources will be necessary, however, to fulfill some of the promise the Program holds.

There has been considerable discussion among faculty and administrators at University of the Pacific as to whether or not there should be additional professional development funds for faculty research or for pedagogical improvement and other kinds of development. It is not clear that there is any majority view on this issue. There are certainly factions that believe that significant new resources should be needed for research, but the Chairman of the Faculty Research Committee pointed out that applications for funds have seldom exceeded funds available.

A more significant issue seems to be the need to target areas for funding through continued attention to institutional goals. The ground has been seeded with the various incentive grants available in the last two years. Now a few areas for special attention might be identified and funded significantly.

No where is this more true than in the potential for underwriting the faculty development leave program. It would be easy to document the need for five times the current funding if the institution were to agree upon priority development needs and encourage faculty members to plan leaves around those priorities.

Beyond funds allocated directly to faculty members, there is a question of limited staff resources. If a large portion of Michael Davis' time is truly available to direct the Program, that should be sufficient. There is

some danger that his considerable talents will make him too attractive for additional assignments in the Office of the Academic Vice President. Several faculty members have the feeling that his time is already spread over too many projects and that this has established a pattern for the future. The Academic Vice President is well aware of this problem and should be able to support Michael in giving his time primarily to the linkage of long-range planning and professional development.

Personnel resources need to be extended, however, by some means. The most promising option seems to be an expanded use of the talents of members of the Program's Advisory Committee. I do not believe, based on my observations and experience elsewhere, that time assigned to this project is necessary for Advisory Committee members. Rather, they need to be nurtured in their enthusiasm for helping colleagues do more effective planning for professional development. In this way the Program will remain in close contact with the grass roots of the faculty and personnel resources can be expanded.

From a strategic standpoint, limited resources in grant funds and personnel might argue that a series of pilot projects and demonstration projects be tried in individual schools, colleges or departments. The Mathematics Department, for instance, is a stellar example of the effective work of the staff and the Advisory Committee in linking personnel evaluation, professional development and long-range planning. In the next few years, targeting efforts to work with a Cluster College as some faculty members are reintegrated into the College of the Pacific, a carefully designed project working with one or more of the professional schools or the support of faculty members working on improving the teaching of writing - these and other special focus efforts could yield more benefits than continuation of the broadcast approach of serving all of the faculty as equitably as possible.

POLITICS AND LONG-RANGE PLANNING

If the focusing of limited resources and demonstration projects is one side of the coin, the necessity to establish an effective link with the major mechanisms of institutional long-range planning is the other side. There are at least two major issues which I perceived in disucssing the political viability of this program, especially in terms of the relationship between institutional planning and individual faculty professional development. The first issue concerned the formal structures for long-range planning. The second concerned faculty perceptions of how the institution plans and, perhaps more important, how it rewards its faculty.

INSTRUCTIONAL TECHNOLOGY AND THE LIBRARY

One of the problems that the Program has unearthed is the need for a centralized instructional technology service of some sort. The workshop on audio-visual resources helped to underline this need. As more faculty members discover a variety of effective teaching media, their demands for service will grow. Many are jealous, for instance, of the instructional design services available to faculty in the School of Pharmacy. While no one seems to argue that technological aids are the answer to development problems, this is a basic support service that deserves more attention in future budgeting and fund raising plans.

The Program Staff and Academic Vice President are aware that the University needs to expand its physical facilities for the library. I am sure that the faculty members would agree, but none of the ones I talked to mentioned this as a concern. Again, here is the basic academic support service in need of expansion. Fortunately, faculty members did not make the usual "cheap shot": until we get more library space how can "they" talk about "professional development"!

The President of the University clearly values the Program to Coordinate Academic Planning and Professional Development. In general, the opportunities for renewal provided the faculty, seminars that help with improving teaching and the promise of providing support to faculty who might consider changing fields within the University are all positive aspects in his eyes. He likes the idea of coordinating academic planning with professional development, believes that the increased sharing of institutional information in the Academic Vice President's Annual Report has produced a better informed faculty, and is willing to provide support to continue the Program.

President McCaffrey does not seem to feel that the time is ripe for more faculty participation in the budgeting process or for more formal linkages between the Long-Range Planning and Budget Committee and the Professional Development Program. This may be only because specific proposals to make such changes have not been brought to him. In any case, he is certainly not ready to declare such a coordinating program as essential to the survival of the University but rather a good thing that has been helpful so far, primarily in its service to individual faculty.

Other administrators are much more agressive in their concern to provide sufficient help to faculty in professional development and better coordination with long-range planning.

process of moving into administration, stated: "I'm skeptical about linking development and planning - in principle and practice. The only realistic place for planning is in the administration. Development is separable. Only some loose coordination might be possible, but the planning is not done in the Program for Coordination of Planning and Professional Development."

If faculty members do not see the Program as critical to long-range planning, administrators nonetheless believe that there is a gradual shift in faculty attitudes taking place. Promotion and tenure policies are being tightened and sharpened. The clout available to the Program because of Kellogg funds made some shifts in attitude easier, such as the gradual adjustment toward receiving leaves as a privilege granted to help the institution solve some of its problems. After all, the Program was only intended to "coordinate" planning with development, not to do the planning itself. Several faculty and administrators agreed that this coordinating role is widely recognized and respected.

There is a strong undercurrent of concern among faculty and administrators that has not yet been directly addressed by the Program. Most people I talked with suggested that the process of evaluating faculty members for tenure, promotion and merit needs improvement. They did not agree on how it might be improved. For some, there is insufficient careful evaluation of teaching. They suggest more attention to this area, classroom visitation, development activities linked to evaluation feedback and so forth. Others believe research and scholarly productivity are insufficiently rewarded. Several suggested that political activity is what is most frequently evaluated and rewarded, although it is not an explicit part of the formal process. A telling example, supplied by more than one faculty member, was a recent case in which there was more official University publicity about the election of a faculty member to a key government position than there was for the winning of the primary teaching award. Such are common concerns among faculty members at colleges and universities today. I believe that the message here is that people at the University of the Pacific are not peculiar, and their sense of how academe <u>really works</u> includes a healthy skepticism. Most of the faculty I talked to, and all of the administrators, would agree that the Program is the University of the Pacific's best hope to improve the linkage between planning and development, and that attention to the evaluation and rewards structure may be one way to make further progress.

In terms of the formal structure, it seems clear that long-range planning, insofar as it is done, is a function of top level administrators and the Long-Range Planning and Budget Committee. This latter group, like its counterparts at so many institutions, is frequently tied up with the details of reviewing annual budgets. As a result, it seldom has time for the long view. In response to this problem, Presidential "Special Committees" are appointed to consider particular planning issues, such as the re-evaluation of the Cluster Colleges or new approaches to general education. The result is that there is a regularized process for annual budget planning and adoption, considered attention to clearly identified major issues in long-range planning, but no fully integrated planning cycle that includes everything from the review of the University mission and long-range goals to the detailed level of individual faculty professional growth planning.

The Program was intended, in part, to strike at the heart of this problem. To a certain extent it has. The Program Staff has been directly involved with major Presidential special committees. Consultation with faculty concerning small grants and faculty development leaves has reflected a working knowledge of institutional plans and the political process. But the faculty members I interviewed do not believe that the faculty as a whole perceives the program as central to the making of key decisions in long-range planning, and there are not any formalized public links between the program and the institutional planning process.

Changing this situation will be difficult. One suggestion from faculty is that there be an identified liaison person, perhaps the Chairman of the Advisory Committee, who works both with the Program for Coordination of Planning and Development and is a member of the Long-Range Planning and Budget Committee. It is true that the Academic Vice President has membership on the Long-Range Planning and Budget Committee and can transmit information to the Advisory Committee and Program Staff. But that is not the kind of public linkage that might be desired. Then there is the matter of perceptions. I cannot claim to have talked to a fully "representative" group of faculty and administrators, but the comments of several had the ring of authenticity about them. Said one, "I remain cynical about long term planning, it doesn't get us very far, there's a mythology that this place is a community. . . Blue ribbon committees - like those for the Cluster Colleges and general education - are experiences in cooption... But all that aside, the Professional Development Program has an underground effect that the administration doesn't expect!" Another interviewee, a faculty member in the

Planning takes a lot of staff work, as they are well aware, so they are much more sensitive to the need for additional help. They would like to see more concerted efforts at institutional and individual grantsmanship, perhaps with the addition of more professional development staff. Being closer to the daily problems than the President, they believe that issues of faculty evaluation and reward are a general concern and need more attention before they will be resolved.

On balance I believe that his Program has been quite successful given only two years to begin to have an impact on the University. One faculty member noted that "it would be nice if we were getting the grant just now when we really know what to do with it!" Without the grant, however, it is unlikely that some of the strides forward would have been made. The payoffs from a good academic affairs information system and the recently conducted Institutional Goals Inventory will be long term. As faculty attitudes change toward what it means to develop professionally, what one's responsibility is to the University and how one uses such a sacred resource as a sabbatical leave, the Program has additional opportunities for coordinating planning and development.

The time is not right to expect a deep sense of community, high morale and clear sense of purpose within the faculty at an institution such as the University of the Pacific. The changes in higher education today make everyone a bit uneasy, and the only clear imperative is the need to be flexible and persistent. The Program funded by the Kellogg Foundation provides numerous examples of how to organize a change effort successfully, link the central administration to the professional goals of individual faculty and will, in the future, demonstrate how all of this can be done with relatively limited resources. As a model program it has the advantage of being carried out in an institution with rather typical resources and limitations. The faculty is rightly skeptical of efforts to "plan" for institution or for a teacher. They are also appreciative of the beginning efforts that have been made in that direction. The work of coordination has been insightful and subtle, never heavy-handed. It is a model that needs careful translation into other institutional settings, but nonetheless deserves to be emulated.

Final Annual Financial Report

to

W.K. KELLOGG FOUNDATION

FINAL ANNUAL FINANCIAL REPORT TO W.K. KELLOGG FOUNDATION

EXPENSE STATEMENT FOR 12 MONTHS ENDING JULY 30, 1978

I Approved Budget (line items per commitment letter, proposal, or approved revision)		II Actual Cash Expenditures of WKKF Funds for Year	III Differences between I & II
Personnel	$ 40,245	$ 40,245	-0-
Workshops	6,255	6,255	-0-
Mini-grants	12,000	12,000	-0-
Travel	4,000	4,000	-0-
Supplies, Equipment	2,767	2,767	-0-
Printing, Office Expense	-0-	-0-	-0-
	$ 65,267	$ 65,267	-0-

FUNDS AVAILABLE DURING THE PAST YEAR	
Prior Year's Cash Balance	$ 12,713
Kellogg Payment	52,554
Grantee Support	56,802
Total	$122,069

CASH BALANCE
$ -0-

I hereby certify the above expense statement and resulting cash balance to be correct.

UNIVERSITY OF THE PACIFIC

LARRY G. BREHM — Controller

R. EUGENE RICE — Director

Date

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Appendix A

Description of the Committee for the Coordination of Academic Planning and Professional Development

COMMITTEE FOR THE COORDINATION OF ACADEMIC PLANNING AND PROFESSIONAL DEVELOPMENT

This faculty committee will have primary responsibility for coordinating the planning of academic programs with the recently initiated faculty development activities. The committee will work directly with the Office of Academic Planning and Professional Development in carrying out its responsibilities.

Although the principle function of the committee will be coordination, it will have the following, specific responsibilities:

- --The review of Faculty Development Leaves and evaluation of the process.
- --The granting of the Teaching Incentive Awards.
- --The assessment of program needs and the making of recommendations providing for the full utilization of faculty resources.
- --The development of resources for the improvement of teaching and learning.
- --The encouragement of the personal and professional growth of faculty.

This committee shall consist of six faculty nominated by the Professional Relations Committee, in consultation with the Office of the Academic Vice President, on the basis of expertise and representation of academic programs and committees engaged in planning activities. The members of the committee shall be elected by the Academic Council for staggered terms of two years.

The Committee membership for 1976-77 will be:

Dr. Steven Anderson, Assoc. Prof. of Environmental Sciences, Callison

Dr. Lee Fennell, Assoc. Prof. & Chairperson of Political Science Dept., COP

Dr. Martin Gipson, Prof. & Chairperson of Psychology, COP

Dr. Bob Knighton, Assoc. Prof. of English, COP

Dr. Bill Theimer, Prof. of Education, School of Education

Dr. Bill Topp, Assoc. Prof. of Mathematics, COP

Alternates

Dr. Larry McQuerry, Prof. of Music Education, Conservatory

Dr. Larry Spreer, Assoc. Prof. of Chemistry, COP

Dr. K. M. Mills, Assist. Prof. of Pharmaceutics, Pharmacy

Appendix B

Faculty Development Leave Plan

Guidelines

8/30/76

UNIVERSITY OF THE PACIFIC GUIDELINES FOR ADMINISTERING THE FACULTY DEVELOPMENT LEAVE PLAN

I. The Purpose (Approved by the Board of Regents, 10-14-75)

Effective academic planning and professional development must go hand-in-hand, particularly in a steady state condition in which growth and mobility of faculty can no longer be relied upon to provide new strength and institutional revitalization. The coordination of both academic planning and professional development will be directly related to the fundamental purposes of the University. Comprehensive institutional needs will be met and, at the same time, the professional development of individual faculty members will be supported through the Five Year Development Leave Plan. This Leave Plan is one means of maintaining the vitality of the faculty and the responsiveness of the University to changing student needs.

II. Objectives

The primary objective of the Faculty Development Leave Plan is to maintain and improve the quality of teaching at the University of the Pacific. This objective has two foci; one professional (personal), and the other curricular (institutional). The Leave Plan is intended to have a direct impact upon both.

Good teaching requires substantive scholarship and, in applied areas, experientially based learning. It is in these tasks that the faculty member is expected to be primarily engaged while on leave. The scholarly endeavor of the faculty member may take the form of advanced research and lead to publication, but it must also contribute meaningfully to the quality of what one does in the classroom.

In addition, the Faculty Development Leave Plan is intended to assist faculty in preparing to meet changing curricular and institutional needs. This might mean taking the leave to develop a new area of teaching competence or to contribute to the development of a new curriculum or mode of teaching and learning. It is assumed that personal renewal, professional development, and the maintenance of institutional vitality are complementary processes and can be accomplished through the careful planning and implementation of the Faculty Development Leave Plan.

III. Eligibility

1. All faculty members who have or will have been granted tenure during the five years of the program are eligible to apply for a faculty development leave. In the case of newly tenured faculty, applications for leave may be made in the year prior to the first effective year of tenure.

2. Non-tenured faculty who were appointed during the period from May 31, 1970 to August 31, 1973 and were eligible for, but not granted a leave under the Internal Leave Plan or the University Sabbatical Plan are eligible to apply under the provisions of the Faculty Development Leave Plan.

3. A one year leave-of-absence without pay will be counted in a faculty member's eligibility time for a Faculty Development Leave.

4. Exercise of the leave privilege shall be contingent upon agreement on a leave proposal and the scheduled time of leave by the faculty member, his department or standing faculty committee within each School or College, the Dean or Provost, and the Academic Vice President.

IV. Length of Leave and Remuneration

The Faculty Development Leave Plan provides for full pay for one semester (4 months). Additional leave time may be arranged on a leave of absence basis.

During this period of steady-state staffing, faculty members will be encouraged to take leaves of absence to engage in activities that contribute to their professional development and complement the academic needs of the institution. The Office of Academic Planning and Professional Development will assist members of the faculty in the search for funding and in making arrangements for such leaves.

V. The Planning and Scheduling of Leaves

By September 1 of each year the Academic Vice President will designate the number of leaves to be available in each of the Schools and Colleges. Over the five year period of the Leave Plan, the allotments will be established so that approximately 20% of the tenured faculty will be given the opportunity to submit a leave proposal in each academic year. That number of leaves will then be distributed within the School or College by a standing faculty committee in collaboration with the Dean or Provost. Special needs within individual academic units are to be taken into consideration in making the annual distribution.

By November 1 in the academic year preceding a projected leave, the faculty member shall submit a leave proposal approved by the department or faculty leave committee to the Dean or Provost. In the process of developing the leave proposal, the faculty member shall consult with the Office of Academic Planning and Professional Development to make sure that the proposal takes into consideration not only the professional needs of the individual and the program requirements of the particular academic unit, but the changing needs and opportunities represented in the University as a whole.

The faculty member is encouraged to include in his proposal a five year projection of his course offerings and a list of his other academic responsibilities. The proposal should also include a clear statement of the objectives of the leave and a description of the criteria by which the leave is to be evaluated The form is optional.

By November 15 all leave proposals completed and approved in the Schools and Colleges are to be forwarded to the Office of the Academic Vice President. Notification of final approval of all leaves for the following year will be made by December 1 by the Academic Vice President, as stipulated by the Board of Regents.

VI. Leave Reports and Evaluations

The criteria by which the leave is to be assessed are to be stated in the proposal and agreed upon by the individual faculty member, the Department or Leave Committee, and the Dean or Provost as part of the approval process.

Within one month following the completion of the leave, a written leave report including reconciliation with the leave proposal shall be submitted by the returning faculty member to the Dean or Provost. After full consideration the report shall be responded to in writing by the Department Chairman, Dean or Provost. Copies of the leave proposal, leave report, and the response shall become part of the permanent record of a faculty member in the personnel files in the Office of the Academic Vice President.

The leave reports (filed in the Academic Vice President's Office) are to be made accessible to all faculty. The Deans and Provosts will also encourage the sharing of the results of work done on leave where appropriate.

The evaluation of a leave and its results shall become a part of the regular periodic evaluation of each faculty member.

VII. Staffing and Leaves

As a general principle faculty members will not be replaced while on leave. In a limited number of cases where replacements are essential, the Academic Vice President will allocate funds for the replacement of those faculty members whose courses must be offered during every semester and in those cases in which the remaining faculty cannot assume teaching or program responsibilities of the faculty member on leave.

Appendix C

Summaries of the 1977-1978 Faculty Development Leave Projects

FACULTY DEVELOPMENT LEAVES 1977-1978

The following are brief descriptions of the projects undertaken by the faculty members granted Faculty Development Leaves for this year. The full reports on the leaves provided by the faculty members themselves upon completion of their leave will be available for perusal in the Office of the Academic Vice President.

WILLIAM P. BACON, Curriculum Instruction, School of Education, Spring

Dr. Bacon plans to use his leave to investigate curricular developments in northern California high schools, to confer with legislators and legislative aides in Sacramento concerning recent education bills, and visit a number of colleges and universities in order to gather information and instruments related to credential procedures. As a part of his leave, Bill also plans a cross-country trip visiting high schools and secondary specialists in state departments of education to observe and analyze issues related to curricular development and the credentialing process.

GEORGE P. BLUM, History, Raymond-Callison, Spring

Dr. Blum is using his Faculty Development Leave to prepare several courses for the new Raymond/Callison programs, to broaden his command of late 19th and 20th Century German and Russian history and literature, and to pursue further study of Russian in order to acquire a reading competency of the language. In his work George is utilizing the resources of the Berkeley and Stanford libraries, and plans to attend several conferences dealing with German and Russian studies.

LAURA M. BOYER, Martin Library, Spring-Summer

ERIC (Educational Resources Information Center) is a nationwide information system whose purpose is to collect, evaluate, and disseminate material in the field of education. The Library maintains a complete collection of the material available through this resource on microfishe. Laura has used her leave to compile a catalogue of the curriculum guides available in ERIC from 1966-1976. By putting this

important information in a different format than it is now found, Laura will make it possible for students and faculty to better utilize material the library already has and will continue to acquire.

ERWIN BURMEISTER, Martin Library, Spring

During his leave Professor Burmeister will be investigating the effective use of computer systems in technical processes. He will visit a number of institutions with on-going computer operations as well as those offering specific system services. As a part of this inquiry, Professor Burmeister will try to find suitable methods of employing this University's computer to retain requested input for future use--for the day when our card catalogue will no longer be continued.

DEWEY W. CHAMBERS, Curriculum & Instruction, School of Education, Fall

Dr. Chambers has spent much of his career in research and writing. His Faculty Development Leave was designed to put him, as much as possible, back in the elementary classroom as a teacher. His aim was to attain, again, practical, realistic contact with the profession he is teaching students to enter. Dr. Chambers contacted Lincoln Unified School District and made himself available to the children and teachers of that District to teach, to direct special programs, to consult, and to otherwise involve himself in an operating elementary school district at other than a theoretical level.

T.C. COLEMAN, School of Education, Fall

Dr. Coleman arranged his leave so that he might become more aware of the problems in public schools and the special knowledge and skills required now of school administrators. He served as a consultant, participant observer, and researcher in the Lincoln Unified School District. As a part of his work he developed a major questionnaire that was utilized by the District, and may be shared with other public school systems through publication. Through his leave activities, Dr. Coleman was able also to renew his own skills in how to teach

planning, organizing, fiscal control, decision-making, evaluation, and supervision in public schools.

DONALD DaGRADE, Conservatory of Music, Fall

As a part of his leave project, Professor DaGrade planned to survey the bassoon sonata and sonatina repertoire (piano and bassoon) as well as the unaccompanied literature. He hoped to produce an annotated bibliography with the intent of submitting it for publication. In addition, Don arranged for private study with two leading bassoonists. This study will be useful to him not only in his own bassoon performance, but also in the area of pedagogy.

WILLIAM DARLING, School of Business & Public Administration

Dr. Darling has arranged to take his leave in one month segments over a period of four years. This unusual arrangement will allow him to participate in a series of short but intense training programs dealing with organizational development and change. Bill plans to take material drawn from each of these experiences and integrate it directly into the courses being taught the following semester.

RICHARD DODGE, Chemistry Department, College of the Pacific, Fall

Up until recently Dr. Dodge has not been able to pursue his research in the field of molecular structure determinations by x-ray diffraction. Because of the University's acquisition of the Burroughs B6700 computer and the availability now of the necessary data gathering equipment (diffractometers) at several near-by locations, serious work on structural problems can commence at U.O.P. Dr. Dodge hopes to be able to complete work on two structure problems during the time of the leave. The development of this research capability promises to be useful to other faculty in the Department of Chemistry and Pharmacy and in work with graduate students.

ANNE FUNKHOUSER, Biological Sciences Department, College of the Pacific, Spring

Dr. Funkhouser, with the assistance of the Council for International Exchange of Scholars, has returned to Bogatá, Columbia, to do research and teach at the Universidad de los Andes. Anne plans to continue her research on a very small frog of the family Dendrobatidae, various species of which are common throughout all of tropical America. This particular family of frogs has a unique reproductive pattern that appears to be controlled by some endocrine mechanism. She plans to continue this research here with graduate students in Biology. If this work is productive it would provide a genuine contribution to our knowledge of endocrine mechanisms.

PAUL H. GROSS, Chemistry Department, College of the Pacific, Spring

Dr. Gross is spending his leave doing research in West-Germany. He will participate in research on heterocyclic compounds at the Institute for Organic Chemistry at Freie Universitaet, and plans to consult on research in glycopeptides in the Medical College at Hannover. While in West-Germany he will also be investigating organic teaching laboratories and curriculum development in the field. Paul also hopes to prepare publications based on previous graduate research conducted under his direction.

ARLEN J. HANSEN, English Department, College of the Pacific, Spring

While on leave, Dr. Hansen plans to research and draft a book on American humor. The book will build on material developed for his article in the American Scholar (Summer, 1974) entitled "Entropy and Transformation: Two Types of American Humor." His work will relate directly to his courses on American humor and, indirectly, to other courses in American literature. Arlen's research will take him to various libraries in the U.S. in search of certain local 19th Century newspapers, and to the Museum of Modern Art in New York which holds the nation's largest collection of early comic films.

ROBERT KNIGHTON, English Department, College of the Pacific, Fall, 1977

During the summer preceding his leave, Dr. Knighton engaged in post doctoral study in Criticism and Theory at the School of Criticism and Theory, University of California, Irvine. That important experience informed his research and writing while he was on leave, as well as his teaching upon his return. During his leave, Bob made substantial progress in the planning and writing of a critical biography of Thomas Gray. Bob had primary responsibility for the teaching of literary criticism in the department's curriculum. Both the post doctoral study and the work on Gray should enhance the quality of his teaching in that area.

JANINE KREITER, Modern Language Department, College of the Pacific, Spring, 1979

The work that Dr. Kreiter is doing in structural anlaysis should be of interest to faculty across a number of disciplines. While on leave she is continuing work on a project for which she has already received international recognition. Through comparative analysis of groups of 17th and 20th century French novels, selected on the basis of the prevalence in them of indices permitting statistical measurement of the opposition of being and appearance as a thematic constant, Janine aims to define current and historical values, both social and philosophical. In her work with very recent French literature, Dr. Kreiter will be covering new ground and is confident that that effort will greatly enrich her teaching of literature and civilization courses dealing specifically with the 20th Century.

RONALD LIMBAUGH, History Department, College of the Pacific, Fall, 1977

With the retirement of Dr. Coke Wood, Dr. Limbaugh has taken responsibility for the course offerings in modern California history. The primary objective of his leave was to prepare for this new task, which was accomplished utilizing the libraries and with the assistance of historians on the faculties of both Stanford and U.C., Berkeley. Also, Dr. Limbaugh and Dr. Walter Payne have been commissioned to write a history of the City of Vacaville. While on leave, Ron completed a manuscript on Vacaville since the 1800s. During his time at Stanford, Ron worked with the Stanford Center for Teaching and Learning developing new ideas and techniques that can be incorporated into his own teaching. He is already using some PSI strategies

in his Spring Semester courses.

DAVID N. LYON, American Studies, Raymond-Callison, Fall, 1977

Dr. Lyon used his leave to prepare for his new responsibilities in the Raymond/Callison curriculum, and to write an interdisciplinary monograph dealing with social and economic theory. David will have primary responsibility for developing the new American Studies major and will participate actively in the Society and Policy program. Dr. Lyon's theoretical work will focus on both phenomenology (Heidegger and Schultz) and critical theory (Habermas). This is a continuation of his earlier interdisciplinary work in American labor history in which he combined economics, sociology, and history.

DOUGLAS MATHESON, Psychology Department, College of the Pacific, Spring, 1978

The major objective of Dr. Matheson's leave is to gain familiarity with recent innovations and new techniques in Psychophysiology that apply to biofeedback and self-regulation. In addition to reviewing the recent literature in biofeedback, Doug plans to learn analog and digital logic techniques to facilitate design and execution of experiments, to learn Basic, and Fortran IV computer languages, and to raise his competence in the field to a level that will allow him to pass the certification examination given by the Biofeedback Society of California. Dr. Matheson has responsibility for teaching a very popular course entitled "Biofeedback and Self-Regulation."

ALICE JEAN MATUSZAK, Medicinal Medicine, School of Pharmacy, Fall, 1977

Dr. Matuszak used her leave to study the primary literature on the chemical basis of drug action. On the basis of this work she plans to introduce new materials into her couses in Medicinal Chemistry, and compile a manuscript that can be used, first, as material in her own courses and, eventually, be published for wider distribution.

LAWRENCE MEREDITH, Humanities, Raymond-Callison, Spring, 1978

Dr. Meredith is spending his leave investigating the use of film in the teaching of the humanities. His

intention is to seek out richer and more accessible ways to use film beyond the levels of self expression and entertainment--to take seriously the development of a visual culture. Larry's study of the leading centers of visual education is taking him literally around the world, with extended stays at the East/West Center at the University of Hawaii, in Japan, and at the London Film School in England. As a part of his leave, Dr. Meredith is studying the feasibility of developing an academic program in the area of film study at U.O.P.

JAMES R. MORGALI, Civil Engineering Department, School of Engineering, Spring, 1978

Dr. Morgali began his leave in Holland taking the International Course in Hydraulic and Sanitary Engineering at Delft Technical University. This experience will be of immense value as he reviews and prepares curriculum materials for his teaching responsibilities in sanitary engineering. Upon returning to Stockton, Jim began work with a local consulting engineering office to obtain additional experience in applied fluid mechanics, a teaching area for which he has primary responsibility. Jim is also doing work on teaching effectiveness and is using the IDEA process being made available through the Professional Development program.

ROGER C. MUELLER, English, Raymond-Callison, Fall, 1977

Dr. Mueller used his leave to upgrade and update his teaching skills in composition and to begin looking at the relation between composition and other courses. He was selected as a Fellow in the Bay Area Writing Project at U.C., Berkeley. Participating in that project put Roger in daily contact with some of the best writing teachers in this area. Having returned to campus, he is continuing to work with the BAWP, and is providing leadership in the organization of all-University workshops on the teaching of composition for U.O.P. faculty. In addition to his work on composition, Roger revised for publication a manuscript on Samuel Johnson, an American Transcendentalist. The first half was published as a book in March, 1978. The second will appear as a monograph in the Fall, 1978.

WALTER L. NYBERG, Religious Studies, College of the Pacific, Spring, 1978

During his leave Dr. Nyberg plans to study current theological issues in the psychology of religion. He

has been named a visiting scholar at the Graduate Theological Union, and is hoping to be able to study with Rollo May, internationally known psychologist who is also trained in theology. Through his work in this area, Walt intends to enrich the course offerings in the Department of Religious Studies.

RICHARD L. PERRY, Physics, College of the Pacific, Spring, 1978

Dr. Perry has been invited to continue the work he began at the NASA-Ames Research Center during the summers of 1978 and 1976. Richard modified and tested a Beale free piston Stirling cycle engine so that it could be operated on only the energy transmitted by a laser beam (no gasoline or other fuel). A feasibility study to determine which steps to take next in the development of this new engine is now underway. Dr. Perry has the opportunity to play an important role in this development.

VIRGINIA L. PUICH, Communicative Disorders, College of the Pacific, Fall, 1978

The Program in Communicative Disorders is in the process of revising its curriculum. Virginia Puich's leave has as its primary objective the development of a detailed course outline for Normal Speech and Language Development. The course has grown in numbers and has attracted many students majoring in other fields. A second objective of the leave is to develop an appropriate textbook for the course. In addition, Virginia intends to increase her own competence in linguistics and psycholinguistics, two areas which have had a great impact on the field in recent years.

RICHARD REYNOLDS, Art Department, College of the Pacific, Fall, 1977

Professor Reynolds used his leave to explore sculptural techniques and materials that would apply directly to his teaching in the foundation courses in the area of three-dimensional design. He purposely chose to limit his exploration to the use of tools and materials that were both inexpensive and easily accessible so that they might be readily incorporated into the teaching of undergraduate courses. The results of Dick's work while on leave appeared in a formal exhibition on campus during the Spring Term. As a part of the evaluation of his leave, Dick had his colleagues in the Art Department submit written assessments of his work.

BARBARA SAYLES, Modern Languages, COP, Fall 1977

Dr. Sayles used her leave to prepare for teaching in 19th century German literature. As a part of that study project she spent time in Germany, East Germany, Austria and Switzerland. In addition to her work on 19th century subjects, she was able to catch up with current theatrical productions. In Vienna, Barbara visited the IES facilities and investigated the possibility of a faculty exchange between Vienna and the COP German program.

FRANCIS W. SAYRE, School of Pharmacy, Fall, 1977

During his leave, Dr. Sayre plans to consolidate and complete research work on two major projects which have been ongoing with graduates for several years. The first deals with amino acid balance and protein synthesis, and the second with the resistance of papaya protein to proteolytic digestion by papain. Work on the second project has already been published in abstract form. In addition, Frank plans to complete three papers which are nearly ready for publication. Two of these are highly original, co-authored with current graduate students, and have major therapeutic implications.

DOUGLAS B. SMITH, Math Department, College of the Pacific, Administrative, 1978

Dr. Smith has recently shifted the primary emphasis of his professional development to the area of differential equations and their application. This shift is a result of the curricular need of the department to offer regularly a sequence of courses in differential equations to meet the needs of students in engineering, physics, and other applied sciences. The major objective of Doug's leave is to consolidate and advance his understanding in this special area. He also hopes to begin an introductory study of differential geometry and the theory of Lie groups to be used in his research efforts. In addition, Doug wants to complete work remaining on the preparation of an activity manual and text for Elementary Concepts of Mathematics (the text is being developed jointly by Drs. Helton, Topp, and Smith).

THOMAS STUBBS, Physical Ed. & Recreation, COP, Fall

During his leave Tom Stubbs returned to the University of Arkansas, Fayetteville, Arkansas, to complete the work on his dissertation. The dissertation is entitled "The Attitudes of Selected Male College Atheletes and Coaches Toward the Values of Athletic Participation." The requirement for the Ed.D. were completed in November and the degree was awarded in the Spring.

J. CONNER SUTTON, P.E.R. Department, College of the Pacific, Spring, 1978

Dr. Sutton has been invited to join the staff of the U.C., San Diego, School of Medicine, Department of Pathology, as a research physiologist during his leave. The research in which he will participate relates directly to his primary teaching responsibilities in the physiology of exercise. Conner is confident that the research experience in which he will be involved will enhance his ability to provide meaningful laboratory experiences for students in the required course in the Physiology of Exercise, and will contribute to the quality of his work as graduate advisor for his department.

DICKSON, C. TITUS, Conservatory of Music, Fall, 1977

Professor Titus used his leave to go to Paris to broaden his knowledge of French vocal literature by studying with Pierre Bernac, the greatest living exponent of the French Art Song. Titus also visited Music Conservatories in France, Germany, and England to study a variety of voice programs, comparing curricula, as well as repertoire and performance requirements.

SIDNEY TUROFF, School of Business and Public Administration, Fall and Spring, 1978

While on leave Dr. Turoff is completing a comprehensive bibliography on labor relations in the public sector. He also hopes to complete the first draft of a book he has been working on with Dr. Sylvester. It is an introductory textbook for use in a first course in administration--business, not-for-profit, and public. Finally, Sid wants to take this opportunity to retool in Finance and develop expertise in the area of public sector collective bargaining. These activities will enable Sid to return to full-time teaching with skills which will be required in the public management program as well as the business administration program.

W.C. (Mike) WAGNER, Economics Department, College of the Pacific, Spring, 1978

Dr. Wagner recently moved from Raymond College into the Department of Economics of the College of the Pacific. The primary objective of his leave is to prepare new specialty courses within the discipline of economics. Mike is giving special attention to the History of Economic Thought. He now has the full responsibility for this required course in the major. His Faculty Development Leave is coming at a very appropriate time.

PATRICIA Y. WAGNER, Sociology Department, College of the Pacific, Spring, 1978

Dr. Pat Wagner is in the process of developing a new course in the Sociology of Art. As a part of the process she wants to coordinate course content and also plans to strengthen her course in the Dynamics of Social Change by giving special attention to the relationship of economic and social change. Pat's primary interest is in the history of sociological thought. She is continually engaged in the process of refining the required course she offers under that title. A part of this leave will be devoted to that task.

CARL WIDMER, JR., Chemistry, Elbert Covell

Dr. Widmer used his leave to update his knowledge and competence in biological chemistry, to obtain a formal background in fresh water phycology and to acquire skills in the application of the computer to biochemical and biological problems. Carl also devoted time to improving his teaching techniques in science. Carl found the formal class work in which he participated at U.C., Davis, to be particularly helpful.

CARL E. WULFMAN, Physics Department, College of the Pacific, Fall

The physics curriculum has been reorganized recently, and Dr. Wulfman has found it necessary to develop his background in the theory of differential equations. To do this Carl engaged in a research study (on approximate symmetry) that required the development of a knowledge of fundamental results in the theory of differential equations, and application of these results to a rather diverse set of physical problems. While on leave Carl also planned to prepare a draft of a senior-level text on group theory and differential equations for the use of physics majors, applied mathematics majors, and engineering students.

Appendix D

New and Revised

Teaching Incentive Award Guidelines

TEACHING INCENTIVE AWARDS (OLD ORIGINAL)

I. Purpose: Teaching Incentive Awards are offered through the Office of Academic Planning and Professional Development in order that the faculty of the University of the Pacific may gain access to resources, training and expertise to increase teaching effectiveness. The available funds shall be administered in a way which encourages more flexible and imaginative instructional practices as well as the refinement of traditional modes of teaching. This program has been designed to supplement existing University programs which provide support for research and study within a discipline and Faculty Development Leaves.

II. Scope: The list below is not designed to be exclusive and any proposal sponsored by a faculty member or a group of faculty which can be interpreted within the framework of the general purposes of the Teaching Incentive Award guidelines will receive consideration. Faculty are encouraged to submit proposals which may include the following categories:

A. Curricular development including
   1. The development of team-taught courses.
   2. The development of interdisciplinary courses.
   3. Combinations of liberal learning and professional studies.
   4. Curriculum planning within or between units.

B. New competencies in subject matter including
   1. Enrolling in workshops or coursework in other institutions.
   2. Self-study or research in new subject matter areas.

C. The examination or application of new modes of teaching to traditional teaching learning settings, including
   1. Research designed to test the effectiveness of teaching modes.
   2. Theoretical papers concerned with central issues in approaches to teaching-learning.
   3. The incorporation of students in the teaching process or in research projects.

D. Implementation of faculty exchanges within the institution or with other professional settings.

E. Development of proposals for funding teaching-learning projects for submission to outside sources, including
   1. Funds to supplement university sponsored projects.
   2. New teaching or research projects.

Activities not normally considered appropriate for funding under guidelines of this program would include:

1. Research not directly related to teaching (specialized disciplinary research). Funds are available through the Faculty Research Committee for this purpose.
2. Out-of-state travel expense. Faculty travel money is available in the Academic Vice President's Office.
3. Expenses incurred during a University sponsored leave. The Committee feels that the leave policy represents a substantial contribution to professional growth and an

efficient use of Faculty Incentive Award funds would not be obtained in the combination of these two programs.
4. Expenses for activities normally covered by other University programs.
5. Expenses incurred during work toward an advanced degree.
6. Extensive equipment purchases or leases. Equipment purchases which are included must be fully justified.

It should be noted that the Office of Academic Planning and Professional Development is developing procedures to assist faculty in obtaining grants-in-aid from outside sources to supplement this program and to provide resources for projects which are not appropriate under the Faculty Incentive Award guidelines.

III. Procedures:

A. Eligibility: All faculty who teach half-time or more in one or more units of the University of the Pacific are eligible to receive a Teaching Incentive Award. Projects which include the participation of persons who have less than half-time appointment, teaching or research assistants or students must be sponsored by an eligible faculty member who agrees to be accountable for the operation and evaluation of the project.

B. Submission of the Proposal: Faculty must submit a proposal on the form provided with appropriate supporting materials to the Office of Academic Planning and Professional Development for consideration.

The Committee will attempt to consider proposals on a continuing basis.

The funds for the Teaching Incentive Awards are limited. The proposal will be approved or denied on the basis of a comparison of its quality of purpose, design and perceived impact upon teaching and learning in comparison with other proposals under consideration and in reference to the objectives of the program.

The awarding of Teaching Incentive Awards will be made by the Academic Vice President upon recommendation of the committee.

C. Approval Process: Once the proposal has been submitted to the Office of Academic Planning and Professional Development and has been judged to be complete it will be submitted to the Committee for the Coordination of Academic Planning and Professional Development for their consideration. The Committee, in its procedures may choose among the following options:

1. Recommend the project and funding as presented.
2. After consultation with the proposed grantee, amend either the proposal or the funding request and recommend.

3. After consultation with the proposed grantee, recommend a resubmission of the proposal or a joint project with other persons who have submitted similar proposals.
4. Not recommend.

D. Project Design and Evaluation: Every project submitted must include the following information:

1. The title of the project.
2. An introductory statement of the purpose and significance of the proposed activity.
3. A detailed description of the method(s) you will employ.
4. The projected time-line for the project.
5. How the project will be evaluated.
6. Supportive information including whether this is a new or on-going project, necessary resources and other relevant background information.
7. A professional resume.

Persons who receive Teaching Incentive Awards will be asked to submit a report and evaluation of their activity within a reasonable time after the termination date.

E. Budget Requests: Proposals must be accompanied by a budget request in which all funds to be spent are identified by item or activity. Costs of equipment, inventories, or other materials should be carefully determined, complete and up-to-date. Additional sources of funding beyond the Teaching Incentive Award should be identified and included in the budget itemization.

IV. Financial Limitations: It is difficult to determine a maximum award level in view of the diversity of proposal possibilities. The Committee may award up to $22,000 in one year of the program. The amounts awarded may range from $200 necessary for travel and participation in a workshop or conference to $3,000 for a major project. The decisions of the Committee are dependent upon the number, quality and scope of the proposals which are submitted in any given year.

TEACHING INCENTIVE AWARDS

I. Purpose: The Teaching Incentive Awards are offered to assist faculty in gaining access to resources, training, and expertise that will have a direct impact on learning through increased teaching effectiveness.

II. Scope: The list below is not designed to be exclusive and any proposal sponsored by a faculty member or a group of faculty which can be interpreted within the framework of the general purposes of the Teaching Incentive Award guidelines will receive consideration. Faculty are encouraged to submit proposals which may include the following categories:

A. Curricular development including
   1. team taught courses,
   2. interdisciplinary courses,
   3. combinations of liberal learning and career studies,
   4. curriculum planning within or between units, and
   5. new competencies in subject matter including
      a. workshops or coursework in other institutions, and
      b. self-study or research in new subject matter areas;

B. The examination or application of both traditional and innovative instructional methodologies in teaching/learning settings, including
   1. research designed to test the effectiveness of teaching
   2. theoretical papers concerned with central issues in teaching/learning, and
   3. the incorporation of students in the teaching process or in instructional research projects;

C. Implementation of faculty teaching exchanges within the institution or with other professional settings;

D. Development of proposals for funding teaching-learning projects for submission to outside sources, including
   1. funds to supplement university sponsored projects and programs and
   2. new teaching or instructional research projects.

III. Procedures:

A. Eligibility: All faculty who teach half-time or more in one or more units of the University of the Pacific are eligible to receive a Teaching Incentive Award. Projects which include the participation of persons who have less than half-time appointments, teaching or research assistants, or students must be sponsored by an eligible faculty member who agrees to be accountable for the operation and evaluation of the project.

B. Approval Process: Prior to submitting the proposal, an applicant may choose to consult with a Professional Development staff member to insure the completeness and clarity of the proposal.

A five step approval process is involved:

1. Submit completed proposal on the form provided to the Office of Academic Planning and Professional Development.
2. Proposals are screened by Professional Development staff for completeness and clarity, and returned if revisions are necessary.
3. Proposals submitted and screened by the first of the month will usually be considered by the Coordinating Committee by mid-month.
4. Within a week after mid-month, you should hear about the committee's recommendation.
5. The Academic Vice President's Office dispenses the award upon recommendation by the Coordinating Committee.

Under some circumstances the committee will recommend funding only a portion of the requested budget. This is particularly likely when other sources of funding normally should be available or where extensive travel expenses and/or equipment purchases are proposed.

Rejected proposals may be rewritten and resubmitted. Usually the committee will recommend that an applicant consult with staff in the Office of Academic Planning and Professional Development.

C. Writing Guidelines: The coordinating committee will be reviewing proposals using a list of criteria as a guideline. The entire list may be obtained from Professional Development Staff. In general, your proposal will be best received if it is a clear statement of a need you are attempting to meet and if that need involves improved teaching effectiveness. The committee is also looking for proposals that include evaluation procedures illustrating the impact of the proposed activity on student learning. Above all, be sure to complete every major section of the proposal form.

Appendix E

Summaries of the Teaching Incentive Award Projects for 1977-1978

SUMMARY OF TEACHING INCENTIVE AWARDS

ACTIVE PROJECTS:

JUDITH ANDREWS, University Library

Judy submitted a proposal to attend a workshop given by the Professional Education Staff in BIOSIS. As the outreach librarian to the Biology Department, Judy plans to use the information she gained from this workshop in assisting biology faculty and students in their use of biological reference publications.

ROBERT BLANEY, Religious Studies, College of the Pacific

A Teaching Incentive Award was granted to Bob to attend a short course on Bioethics. He planned to use the information obtained in this short course to revise and update his course syllabus for Biomedical Ethics.

JERRY BRISCOE, Political Science, College of the Pacific

Jerry submitted a Teaching Incentive Award proposal to generate an internship program that would increase experiential learning opportunities for students in the humanities. Jerry developed contacts for field placement and is in the midst of evaluation of the initial operation of this program as it is administered through individual departments.

LAURA M. BOYER, Martin Library

ERIC (Educational Resources Information Center) is a nationwide information system whose purpose is to collect, evaluate, and disseminate material in the field of education. The Library maintains a complete collection of the material available through this resource on microfishe. Laura was granted a Teaching Incentive Award to compile a catalogue of the curriculum guides available in ERIC from 1966-1976.

JOHN BROWN, Clinical Pharmacy Unit, School of Pharmacy

John submitted a proposal to attend a graduate summer session in epidemiology and to take courses in biostatics as a preparation for teaching the new course in the Pharmacy curriculum, Preventive Medicine and Public Health. On the basis of study, John will develop a detailed syllabus and objectives for this course, present the course during the Fall term, 1977, and evaluate the course using a specially designed questionnaire.

ERWIN BURMEISTER, University Library

Erwin has been awarded a leave to study computer service support for the University's library. He received his Teaching Incentive Award to make site visits at Centers using the BALLOTS and the OCLS computer file and catalogue systems. Erwin's results will assist in future choices of computer supported catalogues and access systems for the University library.

PAT CATANIA and BOB SUPERNAW, Pharmaceutics, School of Pharmacy

Pat and Bob received a Teaching Incentive Award to develop a Textbook summarizing the clinical services and responsibilities that exist in nursing homes and long-term care facilities. This effort is part of a broader revision of the School of Pharmacy curriculum to include more offerings in clinical pharmacy areas. Pat and Bob plan to prepare the textbook summarizing pharmacy services and to evaluate the usefulness of the text for teaching at the baccalaureate.

ROY CHILDS, Sociology

Roy submitted a proposal for a Teaching Incentive Award to support two surveys that are the basis for the design of an Urban Affairs course for undergraduate students. The surveys are designed to obtain information on approaches to senior year undergraduate affairs programs, and to the uses of policy-related research methods and analysis techniques in urban-related occupational areas. Roy anticipates that his results will indicate how a seminar in urban research should be organized, based on trends in university urban affairs programs, and based on the methodological needs among perspective employers of Urban Affair's graduates.

DON DaGRADE, Conservatory of Music

Don developed a project to organize bassoon sonatas, sonatinas, and accompanied compositions into a format for teaching. Specifically, he proposed to develop an annotated bibliography of these literatures and to produce recorded performances of the literature for students to use in evaluating their own performance.

GILBERT DELLINGER, Art Department

Gilbert received an award to develop and extend his artistry and skills in color lithography. The Art Department is experiencing increased student demand for lithography coursework. Gil already has substantial skill with black and white lithography and is well on his way to completing a certificate in printmaking.

SHIRLEY DOMINIK, Conservatory of Music

Shirley will be taking a leave of absence to study the teaching methods and materials employed by French flute professors. Shirley will be attending the Academie Internationale d'Ete to observe teaching methods that are employed there and to work as a student under known French flutists.

MARK EALY, Black Studies

Mark is in the process of studying possible changes that would be feasible for the Black Studies program at Pacific. He received a Teaching Incentive Award to support an interview survey of officers of the National Council for Black Studies. Mark will be preparing a proposed curriculum revision to be submitted to the Office of the Dean of the College of the Pacific.

ED EVANS, School of Engineering

Ed received a Teaching Incentive Award to develop laboratory modules in an Energy Education course designed for non-engineering students. Ed's modules will rely heavily on exhibits, demonstrations, and short laboratory activities that illustrate for students the technical side of life and its strong linkages with societal problems that exist today.

RUTH FAUROT, Elbert Covell

Ruth submitted a Teaching Incentive Award proposal to develop advanced literature material for students of English as a second language. She will be developing the teaching materials into a text suitable for a wide variety of English as second language students. These students frequently have difficulty with literature material published in English for native speaking students because of the advanced vocabulary and unfamiliar conceptual frameworks.

WOLFGANG FETSCH, Conservatory of Music

Wolfgang will be investigating the possibility of curriculum revision in the Conservatory of Music during his leave, Fall Semester, 1978. He will be investigating the feasibility of developing an undergraduate degree in Piano Pedagogy courses in "functional piano." Upon return from his leave he will produce a proposal that will be submitted to the Dean and Faculty of the Conservatory of Music.

JAMES GOODRICH, School of Business & Public Administration

Jim is in the process of developing a course in public budgeting as a core offering for public administration majors. He is attending a course for college teachers on the politics of government budgeting, developing the course syballus and material for a public budgeting course, offering the course in the Spring term of 1978, and systematically evaluating the course's effectiveness for students.

SUZANNE HANSER, Music Therapy Department, Conservatory of Music

Suzanne is developing a manual for students to use during their music therapy practicum. Suzanne's project includes writing the student manual text, a Student Tutor's Manual and an Instructor's Manual. In addition, the effectiveness of the Student's Manual is to be experimentally evaluated.

HALVOR HANSEN, Communication Arts

Halvor received a Teaching Incentive Award to support his attending the Stanford Institute for Applied Intercultural Communication. Hal is attending the Stanford Institute in preparation for revising his course in Intercultural Communication.

ALICE HUNTER, Biological Sciences

Alice received an award to support the development of an insect collection as a teaching tool in Entymology. She felt that students who anticipate careers in agri-business and agriculture should have the benefit of learning about the many families of insects indigenous to California.

ROGER KATZ, Psychology Department

Roger is working to increase the student's recognition of the impact of abnormal behavior on individuals in our society. In many cases this cannot be accomplished with the written or spoken word, but can be accomplished visually. Roger's project is to develop a 35 mm slide collection to complement his Abnormal Psychology lectures and discussions.

KATHY KNAPP, Physiology--Pharmacology Unit, School of Pharmacy

Kathy is writing course material in human anatomy for Pharmacy students in the doctoral program. These materials are being written in a self-instructional format and require a large number of medical illustrations. Once developed these materials will be systematically evaluated in terms of their clarity, conciseness, and completeness for Pharmacy students.

KATHY KNAPP, Physiology--Pharmacology Unit, School of Pharmacy

Kathy submitted a Teaching Incentive Award proposal on behalf of the School of Pharmacy faculty. That faculty is interested in management training to improve their time management ability. This Teaching Incentive Award was made in partial support of the program for the School of Pharmacy faculty and with an eye to offering similar training for faculty in other units of the University.

BRUCE LaBRACK, Raymond-Callison

Bruce was granted a Teaching Incentive Award to support his summer Fulbright study in Bangalore, India. Bruce will be expanding his understanding of economical and political factors in third-world developing nations as a basis for developing two new courses, Economical Anthropology and Urban Anthropology.

RON LIMBAUGH, ERLING ERICKSON, DON GRUBBS & SALLY MILLER, History Department

Submitted a proposal to develop a collection of 30 mm slides for classroom instruction in the area of American History. The slide collection will be used in the two semester sequence of American History courses that anually attract over 300 students.

JANE LEWENTHALL, Mathematics Department

Jane submitted a Teaching Incentive Award proposal to assist her in developing a personalized system of instruction for the Mathematics Department Algebra course. Jane attended a week-long, intensive workshop on personalized instruction; during this workshop she designed the major part of the management system for her course.

DOUG MATHESON, Psychology Department

Doug received Teaching Incentive Award monies to develop Software that will allow him to employ computer analysis in the Biofeedback course laboratories. He will be conducting a before-and-after-analysis of the effects of computer assistance on student learning in the Biofeedback courses.

LARRY McQUERREY, Conservatory of Music

Larry has attempted to organize a seminar among college educators in California without success, and he was recently invited to such a seminar at the College of Music, Temple University. The Teaching Incentive Award granted to Larry is to support his attending that seminar to obtain new ideas and materials for his music methodology courses, to increase the effectiveness of his laboratory teaching and to develop more effective evaluation of student teaching behavior.

MICHAEL MINCH, Chemistry Department

Because of limited resources and equipment, the Chemistry Department has found itself unable to present a traditional biochemistry laboratory sequence. As a consequence, Mike is developing a special sequence that will cover the essential laboratory skills and techniques within the Department's resources, and is writing a laboratory manual to complement the laboratory sequence.

ANNE MISCHAKOFF, Conservatory of Music

Submitted a Teaching Incentive Award proposal to support her attendance at the International Viola Congress. At the Congress, she expects to expand the amount of study materials that is available for viola students in the form of recent publications, older music or new compositions. She also expects to observe new teaching methods to aid in tone production, bow arm technique, shifting, doublestops and intonation for students with arm vibrato, and interpretation.

BOB MULLEN, Art Department

Bob received a Teaching Incentive Award to improve his technical skills as a sculpturer and his teaching techniques of sculpturing. He will be attending the 10th Annual International Sculpture Conference where he expects to pick up information about new technologies that relate to sculpture. Upon return Bob will give an open symposium to the Art Department on practical and unfamiliar sculpture techniques that are presented at the Conference.

JOHN PHILLIPS, Sociology Department

John is investigating field work and internship programs for undergraduate students in Applied Sociology. In particular, he will be collecting information concerning field work and internship programs offered by other colleges and universities. As a basis for the further development of field placement for UOP sociology students.

LARRY PIPPIN, Elbert Covell College

Larry submitted a Teaching Incentive Award proposal to attend the Annual Summer Institute of the International Studies Association's Consortium for International Studies Education. Larry received training in the use and development of innovative and effective teaching materials in international studies and in the evaluation of international studies programs and curriculum.

RONALD PULLEYBLANK, Electrical Engineering Department, School of Engineering

Ron has been interested in solid state control devices, and submitted a proposal to participate in a tutorial covering a computer-aided designs tool that can be used

in digital control systems. Ron needed to explore these new technologies for their possible inclusion in the digital system and microcomputer courses offered through the Electrical Engineering curriculum.

RAYMOND QUOCK, Physiology--Pharmacology Unit, School of Pharmacy

The pathophysiology of mental illness and the mechanisms of psychiatric drug action are newly emerging areas that Ray needed to study. He will revise three courses in neuropharmacology and pathophysiology and he will present a faculty seminar relating to the use of drug receptor binding techniques as a means of studying pathophysiology and neuropharmacology.

ANDRES RODRIQUEZ, Physics Department, School of Pharmacy

Andres is developing individually paced courses in Physics. However, the integration of laboratory work with individually paced work has been difficult. Consequently, Andres is developing video taped laboratory-type instruction that will allow students to self-pace their laboratory work.

PATRICIA SANDERS, Art Department

Pat received a Teaching Incentive Award to assist her in revising the Art-History curriculum. She will be visiting the important museums in Spain to roundout her knowledge of contemporary European Art. In addition, she will develop a modest slide collection to assist study by students. Upon her return she will be developing the course syllabi for the new curriculum.

BARBARA SAYLES, Modern Language and Literature

Barbara submitted a Teaching Incentive Award to support her study in Germany, particularly at the Universities of Berlin and Freiburg. Her study was designed to enrich her teaching of German following her teaching assignments in Raymond College where her schedule prevented her from teaching German.

GIL SCHEDLER, Raymond-Callison

Gil submitted a proposal to develop new competency in the teaching of Creative Writing. He will be observing experienced creative writing teachers, developing a repertoire of instructional assignments, and observing the effects of various forms of feedback to students about their writing. When Gil returns to campus he will be offering a course in Creative Writing and will be meeting with other faculty who teach Creative Writing for a seminar and critique.

WARREN SCHNEIDER, Clinical Pharmacy Unit, School of Pharmacy

Warren teaches courses in medical virology and in pathology, and he submitted a Teaching Incentive Award proposal to support his participation in a symposium on persistent viruses. He plans to revise his lecture notes on the basis of the most current information he will learn at the symposium. In addition, Warren will be conducting a seminar for members of the Pharmacy faculty and their students on persistent viruses.

ESTHER SILBERSTEIN, Mathematics Department

Esther submitted a Teaching Incentive Award proposal to assist her in developing a personalized system of instruction for the Mathematics Department algebra course. She attended a week-long, intensive workshop on personalized instruction, during which she designed the major part of the management system for her course.

LARRY SPREER and PAT JONES, Chemistry Department

Received a Teaching Incentive Award to develop a lecture demonstration capability for Chemistry courses on the South Campus. Demonstrations are an important teaching tool in chemistry, and Larry and Pat wanted to bring together a capability that heretofore has been only loosely organized.

ARTHUR SWANN, University Library

A Science Library librarian, Arthur meets with classes of science students to discuss their use of the Library. Arthur's project included attending a workshop on the use of the BIOSIS and CAS services that support the use of the biological abstract and chemical abstract, respectively. The information that he learned in this workshop will be integrated into both formal class instruction and individual consultation with faculty and students through the Library's outreach program.

RAVINDRA VASAVADA, Pharmaceutics Unit, School of Pharmacy

Students interested in Industrial Pharmacy should have a systematically developed course in cosmeticology as an elective. Ravindra will obtain knowledge about cosmetic manufacturing processes and cosmetic science by visiting a variety of commercial cosmetic manufacturers. He will develop a course syllabus incorporating this information, and he will systematically evaluate the effectiveness of this course for the industrial pharmacy students.

PATRICIA WAGNER, Sociology Department

Pat has been interested in publishing a set of readings in the History of Sociological Thought. Because other anthologies do not meet Pat's objectives, she is preparing her own especially for our students and to fit the undergraduate curriculum in the Sociology Department.

WILLIAM WOLAK, Drama Department

Bill received a Teaching Incentive Award to help him obtain formal training in Stage Combat with Weaponry. He expects to learn appropriate methods and techniques for staging sword fights, duels, and so forth. To gain instruction in the proper use of foils, epees, and daggers, and to improve his skill in teaching hand-to-hand combat skills to UOP students.

JOHN WONDER, Modern Language & Literature

John is studying teaching methods for Elementary Foreign Language instruction. In particular, he is proposing to investigate a teaching method which begins with the instruction of the Foreign language sounds and grammatical form, but taught in the speakers own language. The speaker's native language would be gradually transformed into the foreign language, and the transformation would be so gradual the communication would not be lost.

SUMMARY OF TEACHING INCENTIVE AWARDS

COMPLETED PROJECTS:

GLEN ALBAUGH and TERRY LISKEVYCH, Recreation Department

Glen and Terry submitted a proposal on behalf of the Physical Education and Recreation faculty to review their curricula. The review included a site visit by two experts, one in competency-based instruction and the other in leisure and outdoor activities. Following the site visit the department continued its discussions and made recommendations about the teacher preparation curriculum, the recreation curriculum, and the graduate curricula.

GEORGE BLUM, Raymond-Callison

George has been interested in expanding the visual media support that was available for teaching history. He has developed a modest collection of sound film strips covering historical subjects from Ancient Roman times through the post World War II period. George followed up the presentation of these materials in class with a questionnaire survey designed to determine if any cognitive information was acquired from the film strip presentation and if the film strips enriched the course content.

DAVID BURKE, Raymond-Callison

David has been using period paintings to help students understand the relationship of literature to the structure of "modern" ideas about man's relationship to nature. His project involved carefully cataloguing and describing the Seventeenth through Nineteenth Century watercolors that are in the Huntington Library collections so that our students can make use of them.

DALE DUNMIRE, Electrical Engineering

Dale received an award to support his preparation for an accreditation visit by representatives of the Engineering Council for Professional Development. A major part of Dale's project involved attending a conference on engineering education, jointly sponsored by the Institute of Electrical and Electronic Engineers and the American Society for Engineering Education,

DAVID FRIES, Medicinal Chemistry

Dave received an award to support advance training about relationships between drug abuse and pain mechanisms. In particular, Dave studied the physiological mechanisms by which pain sensations are transmitted and regulated.

PAUL HAUBEN, History Department

Paul was granted a Teaching Incentive Award to support his study of teaching methodologies in history. In particular, Paul was interested in evaluating the feasibility of the personalized system of instruction for his history teaching, and he attended an intensive week-long workshop covering this methodology.

DAVID HUGHES, Mathematics Department

Dave submitted a proposal on behalf of the Mathematics Department. The mathematics faculty explored the feasibility of a B.S. in mathematical sciences and conducted a survey to determine the extent to which a mathematical science program would prepare students for graduate studies and would meet the expectations of potential employers.

SY KAHN, Drama Department

Sy attended a number of Theatre productions while he was in London to maintain his familiarity with British theatre and to locate some possibilities for Fallon House productions.

MELODYE KHATTAK, Library

Melodye directed the development and implementation of a course in independent library research that is offered by the library faculty. The course is self-paced with flexible entry and exit dates so that students from a variety of programs and colleges can enroll and complete it.

JANINE KREITER, Modern Language & Literature

Janine has been developing courses that meet the learning needs of individual students and has been working in the Modern Languages and Literature Department to revise the language laboratory setup. Janine received an award to attend a course development workshop in Personalized System of Instruction where she prepared a course that was offered during the Spring Semester 1977.

ROBERT KREITER, Modern Language & Literature

Bob received an award on behalf of the Modern Languages and Literature faculty to survey and evaluate state-of-the-art language laboratory equipment. The current language lab approached the point where its maintenance costs are rising, and the faculty are interested in replacing it with equipment more compatible with recent instructional methods. A new facility and equipment is to be ready for Fall, 1978, classes.

JEAN LONGMIRE, Elbert Covell

Jean proposed an evaluation of Covell College as a model of bilingual education and enrichment. One element of this project was a symposium that brought onto our campus three recognized experts in bilingual education and comparative linguistics. The symposium focused on the contribution that liberal arts programs make in the area of bilingual education and enrichment.

JAMES MORGALI, Civil Engineering Department

Jim needed to develop a systematic background in sanitary engineering because of personnel changes in the Civil Engineering Department. The Teaching Incentive Award to Jim was made to support his enrollment in the International Course in Sanitary Engineering at Delft, the Netherlands. His specific objectives were to obtain a background in microbiology, sanitary engineering, and the chemistry of sewage treatment systems.

ROGER MUELLER, Raymond-Callison

Roger proposed to extend his background as a writing teacher to business writing and to explore the integration of business writing courses into the UOP Liberal Arts curricula. Teaching Incentive Award monies supported Roger's attending the American Business Communication Association Convention. Subsequently, Roger developed business writing courses offered by independent study, and as a result of contacts developed at the convention, Roger became a member of the International Business Communications Committee of the ABCA.

TAPAN MUNROE, Economics Department

Tapan has designed and validated the multiobjective benefit-cost analysis of public decision making during catastrophies. Tapan assembled case studies and a course curriculum so that these procedures can be incorporated into the undergraduate Economic curriculum during a visiting professorship at the University of Augsburg.

HOWELL RUNION, Physiology-Pharmacology

Howie was granted a leave during the Spring Semester 1977 and did coursework in England that expanded his expertise in clinical pharmacy. His preparation in clinical neurology and central nervous system pathology supported the School of Pharmacy's emphasis on clinical pharmacy.

HOWELL RUNION, Physiology-Pharmacology

Because of the advances in microprocessor technologies and equipment, Howell proposed support for a number of faculty who were enrolled in a winter term course on microprocessors offered by Dale Dunmire and Ron Pulleyblank of the School of Engineering. This proposal paid for equipment that was to be constructed by faculty participating in this workshop. The participants included Bill Ford, Department of Mathematics; Doug Matheson, Department of Psychology; Hugh Wadman, Department of Chemistry; and Howell Runion. Each participant constructed a microprocessor that is being used within his own unit as a teaching support tool.

LARRY WALKER, Art Department

Larry has been studying printmaking processes as they relate to painting and "to recapture a more disciplined approach to the creative process" through formal study, critique, and studio experience. Larry's Teaching Incentive Award assisted him in completing the Printmaking Certification Program at California State College, Stanislaus.

CARL WIDMER, Elbert Covell

Carl has been teaching courses that deal with ecology and nutrition. His Teaching Incentive Award supported his study of metabolic processes of algae and fungi. Carl will incorporate additional materials into his courses on world nutrition problems.

Appendix F

Summary of Scholarly Activities & Guidelines

SCHOLARSHIP ACTIVITY AWARDS

David Q. Fletcher, School of Engineering

Collect specimens of the herpetofauna of Australia as requested by faculty members at UOP. This activity will be engaged in conjunction with my sabbatical leave at the University of Queensland.

Herschel Frye, Chemistry, College of the Pacific

Development of a Liquid Chromatograph-Atomic Absorption System for the Analysis of Metals in Specific Fractions of Biological Solutions. The System will consist of a liquid chromatograph combined with an atomic absorption spectrometer.

Roseann Hannon, Psychology, College of the Pacific

A Comparison of Three Treatments for the Outpatient Alcoholic. The purpose of the study is to compare the relative effectiveness of different kinds of treatments for the outpatient alcoholic.

Patrick R. Jones, Chemistry, College of the Pacific

Addition of a Data System to a Gas Chromatograph-Mass Spectrometer System, for use in the Analysis of Reaction Mixtures by Electron Impact Excitation. The request support will provide additional memory, interface hardware, and student assistance to make the microprocessor capable of both control and data analysis functions.

Maurice McCullen, English, College of the Pacific

Support to defray expenses for a study-trip of six days or more to the University of British Columbia library. The purpose of this study-trip is to study the works of English writer E. M. Delafield.

Charles Matuszak, Chemistry, College of the Pacific

Request for funds for one pound of sulfur tetrafluoride and some high pressure stainless steel equipment to supplement some stainless steel "Bombs" which I have been able to borrow from others on UOP campus. The object is to synthesize some imidazole compounds which appear to have interesting effects on biological activity.

Michael Minch, Chemistry, College of the Pacific

FTNMR Studies of SAM: Binding of Enzymes. This project is directed toward the synthesis of a variety of (-)-S-Adenosyl-L-methionine (SAM) Analogues and a study of the FTNMR spectra in D_2O solutions of enzymes which use SAM as a co-factor.

Anne Mischakoff, Conservatory

Bach and the Viola Pomposa: A Study of Cantatas with Violoncello Piccolo Obligatos. The research for this project was begun before coming to UOP. The object is to test a theory of the development of the Pomposa as an instrument, and whether certain music of Bach was written for or had an influence on the design of that instrument. The detailed argument will then be submitted to a journal.

The Faculty Research Committee

The Faculty Research Committee reviews and recommends policies and practices affecting sponsored research; it allocates University Small Grant Awards in conjunction with the Office of the Academic Vice President.

The committee is composed of one representative from each of the divisions of the humanities, natural sciences, and social and behavioral sciences in the College of the Pacific, one representative each from the Conservatory of Music, School of Education, School of Engineering, School of Pharmacy, Raymond College, Covell College, Callison College, School of Dentistry, School of Medical Sciences, and the Pacific Marine Station. The representatives are nominated and elected by the faculties of their respective schools and colleges for three year overlapping terms. The Dean of the Graduate School, and a representative of each of the following: The Academic Vice President, Financial Vice President, and the Vice President-Executive Assistant are ex-officio voting members. The chairman is elected from among the faculty members of the committee.

FACULTY RESEARCH COMMITTEE

GRANTS INFORMATION

Dear Colleague:

The Faculty Research Committee is pleased to learn of your interest in a scholarly activity grant. The Committee would like to inform you of its function and help you in your scholarly endeavors.

The Committee is charged with distributing approximately $13,000 each year to the University faculty.

The Scholarly Activity Grant is intended to assist faculty members in their pursuit of professional goals. Some examples of the types of activities funded are:

1. Research Initiation. Monies are granted to develop a research capability to help the grantee obtain a larger grant from a source outside the University.

2. Manuscript Preparation. The costs of typing, drawing figures, and duplicating a manuscript are usually paid.

Examples of activities <u>not</u> normally funded by scholarly activity grants are:

1. tuition or other costs incurred in finishing a Master's or Doctoral program;

2. acquisition of equipment which is used in departmental instruction programs;

3. any activity, the primary purpose of which is retraining or updating teaching skills.

Travel costs are not paid except in unusual circumstances. An example of justified travel costs might be an instance where a faculty member is going to be, say, in England for some scholarly purpose and finds that he needs some resources located, say, in Germany. The cost of round trip travel from England to Germany might be paid.

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FILING AN APPLICATION:

You will find attached two forms which should be completed. The first asks for information such as name, academic rank, etc.; the second is a detailed line item budget. Please give a detailed budget and avoid such categories as miscellaneous.

In addition, please include a typed double-spaced description of your proposed activity. This description should include:

A. The full title of your project.

B. An introductory section with a clear statement of the purpose and significance of your proposed scholarly activity. Please avoid the use of esoteric jargon from your own discipline as the committee is multidisciplinary.

C. A detailed description of the method(s) you will use. If your activity involves human subjects, proper application must be made to the University's designated committee. See the Director of Research and Sponsored Programs.

D. Include supportive information, such as whether this is a new or ongoing project. Also, discuss how this activity will contribute to your professional development.

E. Please attach a current curriculum vita.

In order to help the Committee expedite the consideration of your proposal, please check to be sure that all the information detailed above is included. If your application is incomplete, it will be returned to you for revision.

Please direct your completed application as well as any questions to the Office of Research and Sponsored Programs.

FACULTY RESEARCH COMMITTEE

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